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ABSTRACT

This handbook documents efforts to promote the professional development school (PDS) concept at Western Michigan University (WMU) and examines how a university might initiate the restructuring process for teacher education and collabaorate with a local school district through the establishment of a PDS. It discusses the underlying principles of PDSs, their place in school restructuring, and three major PDS components (teacher education, inquiry and research, and professional development). The handbook outlines steps to be taken in the planning process by university administrators and faculty and explores the four stages of PDS development (exploration, orientation, implementation, and operation). It includes information on: finances, evaluation, and PDSs in Michigan. Three mini-bibliographies and a resource list conclude the document. Nine appendixes include: a chronology of the Michigan Partnership for a New Education, PDS position statement, workplan for WMU, partnership school criteria, and a PDS workplan for WMU, partnership school criteria, and a PDS glossary of terms. In addition, the appendixes include six concept papers: "Administrative Structures To Implement Professional Development Schools," "Awareness and Orientation Plan for Shared Understandings," "Criteria for Involvement in Professional Development Schools," "Evaluation of the Professional Development School Effort," "Nature of School and University Partnerships," "Promotional Plan for the Professional Development Schools Concept among the University and General School Community." (IAH)

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PROFESSIONAL DEVELOPMENT SCHOOL HANDBOOK

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PROFESSIONAL DEVELOPMENT SCHOOL HANDBOOK

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A considerable amount of cooperative effort and planning went into the development of this Professional Development School Handbook. Teams of faculty members have worked on the development of the Professional Development School concept at Western Michigan University. Faculty have served on one or more of the following teams: Task Force on School Collaboration, Collaboration Papers Writing Team, Administrative Council, and the Handbook Writing Team. All of these individuals have made significant contributions to encourage the establishment of the Professional Development School concept at Western Michigan University. The **Task Force on School Collaboration Team** composed of representatives from every department within the College of Education developed the philosophy, goals, and a position statement for the College of Education related to Professional Development Schools. The **Collaboration Paper Writing Team** composed of teacher educators within the College of Education developed working papers concerned with school and university collaboration, criteria for participation, administrative structures to enhance collaboration, awareness, professional development, and evaluation of professional development schools. The **Administrative Council** met monthly and encouraged faculty members to visit existing professional development schools and participate in professional development school meetings and seminars. The **Handbook Writing Team** of Suzanne Davis and Carl A. Woloszyk completed the development of the handbook. Anita Tums provided able and capable secretarial assistance.

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PREFACE

While our economy and work force have changed dramatically within the last century, public school education has lagged far behind. Recent national studies recommend that schools must be strengthened in order to prepare today's youth to live and work in a world of ideas, information, and constant change. The structure and even the fundamental purposes of our public schools must be redefined and reformed. Meaningful school reform resides in a redirection and re-examination of how we do things. However, the required changes will not come easily. As Schlechty (Schools for the 21st Century, 1991) points out, there are really only four areas within the educational establishment subject to reform: time, space, content, and method.

A central focus for school improvement must also involve a fundamental restructuring and continued improvement in the recruitment, selection, and preparation of future teachers, counselors, and administrators.

Teaching for "new learning" will be challenging, demanding, and require a new and more sophisticated pedagogy. New pedagogy will need to be supported and sustained by new approaches to school organization and management. There will be no change in pedagogy, school organization and management, unless the entire system of teacher education and leadership preparation is changed. Fundamental change in the way we prepare and continually develop teachers, counselors, and school administrators will be essential to successful restructuring of schools.

Fundamental change in professional education can be effected only through a strategy that engages practitioners and clients at all levels in the educational system. Improved professional education will require educational partnerships between universities and school districts, and new connections with business, community groups, and parents.

The Professional Development School (PDS) will be at the core of restructuring education. The Professional Development School is unique. While it is a site for schooling, it is not representative of the typical school culture; while it is a site for teacher education, it is not representative of the typical research culture. It is a unique social institution in its own right; it will develop its own culture distinct from the traditions of schools, teacher education institutions, or research universities. The PDS will not serve as merely a bridge between the school and university; it is, instead, a new institution composed of a community of professionals committed to fundamental change which will make education more effective and efficient in producing new learning for all children, youth, and adults. Professional Development Schools are community centered schools where teachers, university faculty, school and university administrators join together in working relationships to study, plan, and implement programs and methods designed to create new educational opportunities for youth and adults. (Michigan Partnership for a New Education, 1990)

Professional Development Schools are designed as places of change, demonstration, inquiry, and self-renewal. Principals, teachers, counselors, and support staff in a local school and university faculty work as colleagues to determine what changes are needed in instruction, curriculum, organization, and management. This team approach should change schools to institutions where all children will learn for understanding and will be motivated to be life-long learners. Educators must not work alone; rather they need to collaborate with local businesses, community organizations, parents, and citizen volunteers in the change process.

This Professional Development School Handbook was prepared for two purposes:

1. to document the efforts of Western Michigan University in promoting the Professional Development School concept at the University, and
2. to thoughtfully examine how a university might initiate the restructuring process for teacher education and collaborate with a local school district through the establishment of a Professional Development School(s).

Accordingly, the Handbook introduces to the reader the concept of a Professional Development School, outlines the necessary internal planning steps, and the phases of initiating a Professional Development School. Evaluation activities, financial considerations, additional resources, a chronology of WMU efforts, a glossary of terms, and WMU concept papers are also found in the Handbook.

SECTION I: INTRODUCING PROFESSIONAL DEVELOPMENT SCHOOLS

Establishing the Background

The Holmes Group was organized in 1986 as a consortium of nearly 100 American research universities committed to making teacher preparation programs more rigorous and integrated with the liberal arts. Their goals were: (a) improved intellectual preparation of teachers in education and the arts and sciences; (b) improved assessment and evaluation of teacher education achieved through flexible approaches; (c) increased collaborative effectiveness among colleges of education, arts and sciences, and the public schools; and (d) improved environments in which teachers work, practice, and learn.

The Holmes Group recommended the establishment of Professional Development Schools (PDS), analogous to teaching hospitals in the medical profession, as vehicles to provide the necessary linkages between colleges of education and public schools. Professional Development Schools have existed in many forms since the late nineteenth century and have been described as school settings focused on the professional development of teachers and the development of pedagogy. Laboratory schools, embedded in schools of education, were the earliest forms of Professional Development Schools. John Dewey (1896) compared the need for a teacher's professional development lab to that of a scientist's or a medical practitioner's. However, there are fundamental differences between a PDS and a laboratory school. The differences are detailed below (Weber, 1991):

Professional Development School	Laboratory School
- focus is upon at risk students in real public schools	- focus is upon "selected" students in private institutions
- learning is defined as thinking and metacognition	- learning is defined as the acquisition of information
- research generates theory for classroom practice	- research validates theoretical constructs
- investigations are characterized as problem solving, "action" research	- investigations are characterized as empirical research
- long-term staff development programs are targeted at continual learning	- one shot in-service sessions are assessed for motivation
- needs and focus of the school are determined by building staff in collaboration with university faculty	- needs and focus of the school are determined by university faculty
- preservice students are considered a part of the school community	- preservice students are considered visitors to the school community

Knowledge and contextual constraints now inhibit the preparation of future educators for a changing era of learning, teaching, and schooling. Fundamental change in professional education can be effected only through a strategy that engages practitioners and clients at all levels in the education system. To change the nature of the work of teachers, counselors, administrators, and other educators in school and universities requires a statewide initiative of institutional collaboration and knowledge networking. Improved professional education calls for partnerships among universities, local schools, businesses, state, and local governments.

The strategy for fundamental change in professional education must include a dynamic, balanced interaction between well founded, thoughtful demand for change from outside the system and new knowledge and leadership from within.

Explaining the Concept

According to the Holmes Group (1990), six underlying principles are fundamental to the design of Professional Development Schools. These design principles are:

Principle #1: Teach for understanding so that students learn for a lifetime.

Principle #2: Organize the school and its classrooms as a community of learning.

Principle #3: Hold ambitious learning goals for everybody's children.

Principle #4: Teach adults as well as children.

Principle #5: Make reflection and inquiry the central feature of the school.

Principle #6: Invent a new organization.

The Professional Development School is unique. While it is a site for schooling, it is not representative of the typical school culture; while it is a site for teacher, counselor, and administrator education, it is not representative of the typical university culture; while it is a site for inquiry, it is not representative of the typical research culture. The Professional Development School is a unique social institution in its own right; the culture it develops will be distinctly different from traditional schools, teacher education institutions, and research universities. The Professional Development School is not, therefore, merely a bridge between the school and the university, it is, instead, a new institution composed of a community of professionals and citizens committed to fundamental change which will make education more effective and efficient thereby producing "new learning" for all children, youth, and adults. These schools are "real" community-based schools where teachers, university faculty, school and university administrators, local businesses, community service agencies, parents, and citizen volunteers join together in a working relationship to study, plan, and implement programs and methods designed to create a new education institution.

Individuality and the unique qualities of each Professional Development School are maintained, because the professional staff at the school in collaboration with university faculty and community representatives, plan, and implement the changes that they believe are necessary to create a model school for their students and community.

The three major components of the professional development school (teacher education, inquiry and research, and professional development) are discussed on the following pages.

Teacher Education in Professional Development Schools

The university program for preparing teachers is enhanced by the placement of teacher candidates in a Professional Development School. A regular elementary, middle, or high school, as a designated Professional Development School works in partnership with a university to develop and demonstrate the following: 1) fine learning programs for diverse students, 2) preparation for future teachers, 3) professional development for experienced educators, and 4) research about schools and teaching practices. The Holmes Group envisioned a partnership among practicing teachers, administrators, and university faculty based on the following principles: (a) reciprocity or mutual exchange and benefit between research and practice, (b) experimentation with, or willingness to try, new forms of practice and structure, (c) systematic inquiry or the requirement that new ideas be subject to careful study and validation, and (d) student diversity, or commitment to the development of teaching strategies for a broad range of children with different backgrounds, abilities, and learning styles (Holmes, 1986).

Inquiry and Research in Professional Development Schools

Effective research on teacher education cannot be done in a vacuum. It needs to occur in settings where there are real children, real adults, and effective teaching (Van Til, 1985). Research models must be validated with real classroom events and produce studies useful to practitioners in education (Ornstein, 1985). The achievement of realistic research goals, therefore, is most probable in an environment where classroom teachers also become researchers.

The Professional Development School is a center for inquiry and research about teacher education, teaching, learning, and school organization. Research is a means of evaluating the work of university and school faculty, as they search for answers about how to create the best school. Documentation of all procedures should provide a wealth of information to the education community.

The Professional Development School serves as a setting in which (a) teaching professionals can test different instructional arrangements, (b) novice teachers and researchers can work under the guidance of gifted and experienced practitioners, and (c) the exchange of professional knowledge between university faculty and practitioners occurs (Holmes, 1986).

Faculty Development in Professional Development Schools

The Professional Development School is a place where continuing development of the professional staff is considered of primary importance and supported by curriculum and organizational development. Discussions about teaching, learning, and demonstration of best education practice provides a way for sharing new thinking with other staff members. In a Professional Development School risks are taken. Participants are open to current findings about teaching and desire to continue learning ways to improve.

As an example, a teacher or a group of teachers could decide to research and develop methods to teach math to first and second-grade students, which would provide students with skills beyond memorization, thereby, fostering higher level understanding. University faculty with knowledge and an interest in this subject are sought and collaboratively work with the teachers. The university and school personnel would plan ways to pursue the desired outcome. This group of professionals promotes continuous learning by engaging in discussions, readings, and sharing together new approaches to learning math. The process of professional growth is continuous in a Professional Development School.

SECTION II: PLANNING FOR A PROFESSIONAL DEVELOPMENT SCHOOL

The establishment of a Professional Development School is a complex endeavor for a university. There are many challenges to establishing a Professional Development School. Some of the challenges include:

1. Many public schools and communities will not favorably respond to a Professional Development School innovation. Some teachers, administrators, and parents will object to the idea of "experimenting" on their students. Concepts and guidelines for responsible innovation must be developed in concert with cooperating local school districts. School board and parental support must be present.

2. Current university reward systems are largely non existent for recognizing school and university collaborative work. Alternative or revised procedures for tenure, merit pay, promotion, and faculty reassigned time will need to be addressed.

3. A complex set of existing public school rules, regulations, and procedures will often interfere with the effort and will need to be waived or changed to accommodate the innovation.

4. Substantial effort will be required to "recruit " and prepare a sufficient number of faculty who will be willing to work in a Professional Development School site.

5. Many teachers, administrators, and university teacher educators are

unaccustomed and unskilled in the conduct of collaborative research and development with school teachers, counselors, and administrators.

6. The personnel costs of collaborative inquiry and program development are high with university and school district staff sizes and resources often limited.

7. The dilemma of trying to innovate and study promising practices in a demonstration site, while at the same time, attempting to share the results with other schools, will need to be addressed. Because a Professional Development School is "unreal" in the sense of innovation it still must be recognized that the school is a part of the "real world " of a public school district.

8. Teacher compensation and/or various approaches to differentiated staffing will require complicated negotiations with local school boards and teacher associations.

9. University administrators will need to commit a greater level of financial resources for the preparation of a trained educational workforce, while focusing more on the quality of preparation rather than the quantity of the those individuals prepared to work in schools.

The development of a Professional Development School partnership between a university and a local school district might not be a viable alternative for every higher education institution within a state. This section on **Planning** provides information on several activities that can be helpful for university administrators and faculty when deciding on whether a Professional Development

School partnership should be established between the university and a local school district.

Steps in the planning process for a Professional Development School include:

1. Analyzing the Situation
2. Choosing a Task Force
3. Securing Commitment from the College and University
4. Making Recommendations

Analyzing the Situation

The status and current condition of the teacher preparation program within a College of Education should be the primary consideration when deciding if a Professional Development School should be started. Normally, the initial interest and leadership in establishing a Professional Development School originates from University or College administrators. National, state, and local resources are consulted and used in analyzing the current situation and initiating future directions for the institution.

National trends in teacher preparation pertaining to Professional Development Schools are available from several different sources. The Clinical Schools Clearinghouse, a joint project of the American Association of Colleges for Teacher Education, the Ford Foundation Clinical Schools Project, and the ERIC Clearinghouse on Teacher Education can provide resources which relate to professional development school projects, collaboration within the context of professional development schools, and the principles and concepts associated with professional development schools.

National professional teacher education associations, such as, the Association of Teacher Educators and the American Association of Colleges for Teacher Education also publish materials, monographs, position statements, and journals related to professional development schools.

Reviews by University and College administrators of other university teacher preparation programs within the state and consultation between Presidents and Deans from other universities within the state also provide a context of directions being taken by other teacher training institutions. Attendance and participation in the statewide affiliate meetings of national associations such as the Michigan Association of Colleges for Teacher Education is another excellent source of trend information for university leadership concerned with school collaboration efforts.

An analysis of the most recent National Council on the Accreditation of Teacher Education (NCATE) can provide a local reference point for University and College administration in assessing overall strengths and weaknesses of the existing teacher education program.

In addition, input can be sought from local school district superintendents, curriculum directors, building principals, teacher association leadership personnel, local employers, foundation staff, parent associations, the Chamber of Commerce, the local business "roundtable", or other local agencies for input about the need to develop school and university partnerships.

The Michigan Partnership for a New Education (the Partnership), a non profit corporation, has a professional staff of individuals and can provide additional resources and information on statewide professional development schools and teacher education reform efforts within the state.

Because of the significance of the Partnership in planning and initiating teacher education reform, school restructuring, and the development of the concept of Professional Development Schools in Michigan, the following information about the Michigan Partnership for a New Education is provided in this **Planning** section.

In late 1989 the formation of the Michigan Partnership for a New Education was announced jointly by then Governor James Blanchard, acting for public schools and state government; university presidents, John DiBiaggio from Michigan State University, James Duderstadt from University of Michigan and David Adamany from Wayne State University, acting on behalf of their universities; and Mr. A. Alfred Taubman, acting on behalf of private investors. Dr. Judith Lanier, Dean of the College of Education, Michigan State University was named President of the Partnership.

The Michigan Partnership for a New Education became a non-profit corporation in 1990. Today the Partnership is governed by a diverse, statewide

33 - member Board of Directors including Governor John Engler, and innovative leaders from the public, private, and professional sectors (See Appendix A).

The Partnership is dedicated to the discovery and implementation of new ways of ensuring quality learning --both in school and out--for the state's children and youth. The Partnership seeks to develop ways and means that Michigan educators can prepare all Michigan students for the changing demands of a global economy and the essential responsibilities of citizenship.

The Partnership intends to create and sustain a statewide educational innovation system in Michigan. This statewide system will have the capacity to realize fundamental change and continuous renewal of public education. Working through an alliance with the public, private, and professional sectors, the Partnership develops in depth working relationships with selected schools and school districts, neighborhoods, communities, universities and other agencies.

Therefore, to launch the nation's first statewide education innovation system the Partnership has designed and begun to operate four interlocking program components:

1. the **School and University Alliance**, which is supporting the work of innovating schools and universities in the creation and operation of Professional Development Schools.

2. the **Business and Community Alliance** which is mobilizing local-level support for quality learning for children by working with employer and community organizations.

3. the **Collaborative Leadership Center** which is helping to develop leadership for educational change by sponsoring professional development opportunities for school, school district, and university personnel.

4. the **Educational Extension Service** which is providing schools and communities with information and technical assistance needed for change through human and technological networks. A chronology of the activities of the Partnership to date is found in Appendix B.

The analysis of the current situation should provide information on:

1. the need for possible improvements within the current teacher preparation program.

2. information on national and statewide trends relating to Professional Development Schools.

3. a commitment on the part of the University and College administration to establish a Task Force or committee to study the concept and implications of establishing a Professional Development School within the College.

Choosing A Task Force

If an initial review of national, statewide, and local information by the Dean of the College and the Administrative Council is favorable toward the exploration of a Professional Development School concept for the College, a Task Force on School Collaboration should be established. The formation of a Task Force on School Collaboration can open communication channels between faculty, school district personnel, business and community members, secure commitments from College faculty for the concept, and provide additional input for future actions and direction by University and College leadership.

Membership on the Task Force for School Collaboration should include individuals recommended from each Department within the College. The Task Force should perform a number of functions related to school collaboration and Professional Development School development.

The responsibilities of the Task Force on School Collaboration should include:

1. delineating for the University the meaning of the Professional Development School in terms of school collaboration, practice, and the study of practice.

2. delineating how the Professional Development School can serve as a means of reconceptualizing and restructuring the nature of schooling, the preparation of educational personnel and the study of teaching, counseling, and administration.

3. identifying and developing programs and activities essential to inform College of Education faculty about school collaboration and the Professional Development School concept.

4. suggesting strategies for working collaboratively with local schools in the possible development and implementation of the Professional Development School concept.

5. developing in cooperation with the College of Education Administrative Council, a long-range plan for working with local schools to establish Professional Development Schools.

6. determining resources required to accomplish the planning, implementation, operation, and evaluation of a Professional Development School(s).

7. suggesting strategies for collaborating with business and industry in planning, implementing, operating, evaluating and financing of a Professional Development School(s).

The College should also explore the possibility of having selected faculty members participate in the post Doctorate Fellowship Program sponsored by the Michigan Partnership for a New Education. Post doctorate fellows can enhance the work of the Task Force by directly participating in exploring and studying teacher education reform, school restructuring, and the concept of a Professional Development School. Post doctorate fellows work directly in an existing Professional Development School for twenty hours a week, and participate in decisions relating to policies, research, and instructional issues. Post doctorate fellows should provide monthly reports to the Task Force and participate in Task Force meetings and planned activities.

Minimum requirements for selection as a post doctoral fellow should include the following:

1. tenure or tenure-track faculty member.

2. faculty membership in the College of Education.
3. submission of a formal letter of application.
4. written support by the department for the applicant.

The formal letter of application should detail the professional goals which the faculty member would accomplish through participation, a description of prior collaborative efforts with public/private school programs, and other qualities and experiences possessed by the applicant.

After members for the Task Force on School Collaboration and post Doctoral fellows have been selected, the College administration should inform all faculty members within the College and University administration about the Task Force's responsibilities and the deadlines for reporting on the findings of the Task Force. As part of the informational process, faculty members should be encouraged to enter into serious dialogue, discussion, and reflection among themselves and with individual members of the Task Force on School Collaboration regarding the Professional Development School Concept.

Securing Commitment From the College

Faculty must make a commitment to the Professional Development School concept, if it is to be successful. The role of the Task Force on School Collaboration should be to provide opportunities for members of the College of Education and other interested community members to become informed about Professional Development Schools. Normally these opportunities include formal meetings and presentations by College faculty from members of the Task Force, the leadership from the Michigan Partnership for a New Education, and the post doctorate fellows. Members of the Task Force also have a special responsibility to periodically report on the activities of the Task Force at regular departmental and Administrative Council meetings. Invitations should be sent to faculty members and individual arrangements should be made for interested faculty to visit existing Professional Development Schools within the state. Another effective strategy is to use a "retreat" setting to mobilize support and to build consensus among faculty members for possible future directions.

Informal meetings such as "brown bag" conversations and written communications such as faculty memoranda, departmental updates and the College newsletter should also be used to provide information and build faculty understanding and support for the concept.

Securing commitment from the faculty involves discussion and consensus building which should lead to the establishment of a policy statement for the College of Education regarding the concept of a Professional Development School. A position statement on Professional Development Schools should include a general belief statement about the importance of collaboration, fundamental principles under which a partnership will operate, evaluation procedures, financial considerations and the leadership required to effectively implement a Professional Development School. An example of a Position statement on Professional Development Schools is found on Appendix C.

Making Recommendations

The Task Force on School Collaboration should make recommendations to the University and College administration based upon the resulting analysis of the situation and commitment gained by the faculty related to the concept. For example, the Task Force should widely distribute any position statement, which may have been developed for University administration and faculty in other Colleges within the university. In addition, the Task Force may want to commission background papers on issues relating to the future implementation of Professional Development Schools to enhance the recommendations and findings of the Task Force. Topics for background papers should include the following general areas:

1. Administrative Structures to Implement Professional Development Schools (Crowell & Jenlink, 1991).
2. Awareness and Orientation Plan for Shared Understandings (Berkey & Jacobson, 1991).
3. Criteria for Involvement in Professional Development Schools (Icabone, 1991).
4. Evaluation of the Professional Development School Effort (Torres, 1991).
5. Nature of School and University Partnerships (Pinnegar & Smith, 1991).
6. Promotional Plan for the Professional Development School Concept among the University and General School Community (Miller, 1991).

Background papers developed by Western Michigan University faculty members related to the above topics are found in Appendix D. The implementation of a Professional Development School must also have the active support of the university administration.

The university president and chief academic officer must thoroughly understand the concept, its implications for teacher training and the financial considerations regarding its implementation. Tangible support for the effort can be shown by University and College administration by reassigning one or more faculty members to the implementation of Professional Development Schools. Faculty members assigned to the effort should prepare a plan of work to be shared and approved by administration. The plan of work should detail specific activities, timelines, individuals responsible, and projected outcomes. A sample plan of work is shown on Appendix E.

After college and university support has been obtained for the Professional Development School concept, it is time to implement the operational and administrative aspects of Professional Development School establishment. **Section III** details the necessary phases and steps involved with selecting, establishing, and operating a Professional Development School in conjunction with a local school district.

SECTION III: OPERATING AND ADMINISTERING A PROFESSIONAL DEVELOPMENT SCHOOL

Professional Development Schools may be defined as working models of restructured schools developed and operated by local school and university educators functioning as colleagues. These schools: 1) operate exemplary programs, 2) serve as a demonstration site for educating teachers and administrators, 3) demonstrate new K-12 and professional education practices, and 4) conduct applied research and product development. Professional Development Schools may be thought of as a "linchpin" of the Michigan Partnership for a New Education. The schools are "real" community based schools where teachers, university faculty, schools and university administrators join together in a working relationship to study, plan, and implement programs and methods designed to create new educational institutions. Policy makers, business, community representatives, students, and parents also are partners in these schools and provide support for them.

Commitment to develop a Professional Development School in a community occurs after the Partnership has completed an initial assessment of the community to determine the depth of interest and local potential for support. Professional Development Schools are expected to proceed through various phases of development of exploration, orientation, implementation, and operation.

Exploration

This is the period of time in the establishment of Professional Development Schools (PDS) when potential partners, typically a local school district and a university decide whether a school-university alliance might be possible. During this period the university and school district learn about the Professional Development School concept, develop a vision for education in the local community, conduct a community appraisal, make a decision to develop a Professional Development School, and engage in a process to select the school.

General guidelines for the university interested in the establishment of a Professional Development School involved with this stage of development are to:

1. **Choose a school district which is representative of today's student population.** This is not to say that initial Professional Development School schools cannot be located in a rural, suburban, or urban setting. However, particular attention should be given to having Professional Development School sites in combination, or by themselves, which represent the diversity of the current student population.

2. **Build upon existing successful school and university relationships.** Initial Professional Development School sites should be built upon mutual respect for each agency, which will ultimately be involved with the school and university partnership. Long term arrangements, such as student teaching involvement, and, short-term special projects, such as in-service programs and personal relationships

between individual school and university faculty can assist in building a long-term commitment for a potential Professional Development School partnership.

3. **Select a school district, which demonstrates a strong commitment to the community.** Professional Development Schools work best where individual school and university faculty have a strong commitment to working with parents and other members of the community. Our increasingly complex society demands that partnerships be established in areas where responsible citizens can assist in the education of students and teachers.

4. **Involve schools and communities which share a united commitment to higher learning for all children and youth.** Key organizations, including employers, in a community should share a willingness to allocate human and financial resources to support innovation and change in schools. Change not for change sake, but change in the interests of better learning for students and teachers.

5. **Involve innovative and progressive school districts.**

There is a high measure of risk-taking (personal, professional, and financial) involved with the establishment of professional development schools. Accordingly, a school district must be genuinely supportive of change and innovation. A school district's overall commitment to developing a core curriculum (P.A.25) and embracing concepts for improved teaching and learning can be an indication of willingness to participate in a long-term school and university collaborative effort.

During the **exploration** stage teacher association leadership, local and university administration, classroom teacher and university faculty, business and community members explore the general concept of a Professional Development School partnership at large informational meetings. Extensive individual discussions, conversations, independent readings and deliberations are held following the general informational meetings between association, school and university personnel. Visits are scheduled and arranged to operational Professional Development School sites, which provide additional background information necessary for informed decision-making.

These activities by the school leadership personnel lead to agreement or disagreement as to the feasibility of establishing a Professional Development School for the school district with the support and active involvement of the university. If an "agreement" is reached to establish a Professional Development School, local school administration, university administration, and local educational association leadership make a commitment to formally begin the orientation phase in the development of a Professional Development School for the district.

Orientation

After a decision to establish a school/university partnership has been made the orientation stage begins. A series of general understandings underlie the **orientation** stage. These understandings are as follows:

1. A commitment for active participation on the part of influential school, university, and community leaders is made to fully understand and further the innovation work of the potential Professional Development School(s).

2. The availability of human talent and financial backing (matching funds), together with funding available from the Michigan Partnership for a New Education (MPNE), for developing the local area partnership is determined.

3. The local area partnership makes a commitment to develop annual goals and related work plans. In addition a commitment is made to document annual achievements and to maintain appropriate records of financial transactions is secured.

4. The local area partnership agrees to participate in studying and working with the MPNE network of university partners and other Professional Development Schools in workshops, institutes, and related activities.

Getting Organized

During the **orientation** stage an internal steering group of university representatives begins to meet to develop the operational guidelines and staffing arrangements necessary to bring the partnership into fruition. Concurrent to the establishment of an internal university steering committee, a community-based "partnership planning team" is formed to develop the selection criteria for the future Professional Development School(s). The partnership planning team composed of both university and school staff begin to develop working relationships, an understanding of school conditions, the needs and the potential of the partnership. In the community a "Roundtable" is formed with business, education, and social/community services agencies.

During the **orientation** phase extensive active discussion occurs between local and university administration, educational associations, personnel, individual building administrators, teachers, and community members.

The partnership planning team is charged with selecting a Professional Development School site(s). The partnership planning team should include members of the community, district administrators, association leaders, classroom teachers, and university officials.

Selecting the Site

The partnership planning team or a sub committee of representatives should solicit active participation of all school district personnel in the site selection process by developing an application, criteria for submitting an application, and timelines for submission. This information is shared with local building principals, association representatives, and teachers. Although the actual process for selection may vary within each local area partnership, the process normally includes an application with supporting documentation, site visitations, and interviews with building administration, school faculty, and association personnel.

The partnership planning team determines the priorities, procedures, and application/approval process for the selection of the future Professional Development School(s). Factors normally considered in the approval and selection of a designated Professional Development School site include; but are not limited to, institutional commitments for:

1. long-term, sustained and systemic change.
2. implementing a collaborative research and development agenda.
3. using new, research-based ideas to improve instruction and learning.
4. formal collaboration with private and public agencies and individuals (e.g. business, social, and community services) to improve programming for children and youth.
5. participation of staff in school decision making (MPNE, 1991).

The Partnership School Criteria used in the selection of a local PDS by the Michigan Partnership for a New Education is shown on Appendix F.

The Oakland University/Pontiac Schools Partnership Professional Development School Initial Planning Document containing specific criteria for selection, and sample application is shown in Appendix G.

The orientation phase is completed upon reaching a formal agreement between the school, university, and the Partnership to collaborate in the school and with the selection of a specific site in the district as the Professional Development School.

Implementation

After the individual school(s) within the school district have been selected and designated as a Professional Development School, the implementation phase begins.

The university-school collaborative develops and implements school restructuring, focused on teaching and learning for all children. School organization, curriculum, community relationships, professional inquiry into practice, and professional development are all parts of the restructuring program.

Designing a Management Structure

In the implementation phase of Professional Development School establishment, staffing and procedural relationships between the school site, the local educational association, and the university are formalized.

A representative of the university, usually called the building coordinator, fulfills a liaison role between the school and the university. The building coordinator is in a unique position. Building coordinators serve as bridges between the world of the university and the world of the school-- between broad visions for comprehensive change and the daily realities of university and school life. The building coordinator fosters communication, collaboration, and cooperation among a variety of participants with differing agendas and differing needs. He/she initiates the Professional Development School effort with the principal and teachers at the local school. The building coordinator attempts to establish the appropriate ethos and productive possibilities of a Professional Development School with the local administration and faculty. The building coordinator encourages procedures to build consensus and a staff oriented decision-making process at the local site. The decision-making process leads to a selection of what individual projects and activities are initiated at the school. A central role for a building coordinator is to effectively communicate between and among the various projects and individuals, both at the local school and the university.

The building coordinator is also charged with working with the existing university administration to redefine the nature of faculty teaching, research, and service within a Professional Development School (PDS) setting. The building coordinator must work to revise, modify, enhance or improve existing university norms to provide opportunities, incentives, and rewards for university participation in the Professional Development School effort at the local school.

A local school, "PDS steering committee" or "PDS school council", is established to direct the internal policies of Professional Development School involvement at the local site. Often the existing school improvement team or another existing internal team of school representatives serves as the PDS steering committee. Regardless of its official name, the PDS steering committee is typically composed of instructional staff, doctoral students, the building coordinator from the university, university documenters, and the school building administrator. It is charged with the responsibility of creating and maintaining teacher investment and faculty participation in the Professional Development School. New roles and decision-making responsibilities are also assumed by the steering committee to effectively communicate and work with the building administrator(s) and the university coordinator concerning Professional Development School initiatives and projects. The PDS steering committee also takes a lead role in explaining Professional Development School goals and expected outcomes to local board members, faculty members from other district buildings, parents, and community members who reside within the school district.

Implementing Activities

One of the first steps in implementing a Professional Development School is to designate a university building coordinator. The PDS building coordinator serves as a liaison between the school and the university. The university building coordinator and the Professional Development School steering committee work together to find time for planning and for Professional Development School activities. Potential roles for university faculty to perform when working in a Professional Development School include the following:

1. facilitator: working with study and improvement teams of school personnel, parents, and community representatives to investigate issues relating to restructuring, content issues, pedagogy, school improvement, etc.

2. action researcher: helping to identify and solve instructional problems through descriptive, ethnographic, quantitative, or qualitative methodologies.
3. team teacher: trying out new instructional ideas through collaboration with a classroom teacher.
4. demonstration teacher: serving as a role model for preservice and inservice teachers.
5. resource person: providing materials, articles, and sharing subject matter and pedagogical ideas with classroom teachers.
6. PDS/ (public school) committee member: serving on Professional Development School committees of teachers, university faculty, administrators, parents and community members.
7. field supervisor: supervising and providing instruction for students participating in practicum, student teaching or internships.

School reform, restructuring, improved preservice and inservice opportunities, and site based decision-making require the necessary time in an already overcrowded schedule for proper planning and development. While there is no right answer for each Professional Development School site, strategies such as purchased time, borrowed time, common time, freed-up time, better-used time, new time, and reassigned time are considered, deliberated and hopefully implemented.

The establishment of a Professional Development School requires an *extraordinary effort on the part of all faculty within the Professional Development* School. Proper planning and development time will help to avoid initial faculty stress, overwork, and employee burnout.

Operation

In the operation phase, a "steady state" of continued school restructuring activity designed to improve and keep abreast of educational innovation is reached in a Professional Development School. Emphasis shifts from awareness of the potential benefits of a Professional Development School to the actual incorporation of certain elements of school reform and restructuring into the climate, culture and general functioning of the school.

Identifying Characteristics of a PDS

The following list illustrates some of the important new characteristics of schools operating as Professional Development Schools. The Professional Development School becomes a school:

1. where there is a linkage of teacher development, curriculum, instructional, and organizational development to enhance learning for children.

2. which formally makes linkages with other private and public agencies and practicing professionals, to involve them in the planning and implementation of better programs for children and youth.

3. where there is an overriding commitment of all educators in the school to student learning with an emphasis on learning for understanding higher order thinking, and the development and use of appropriate assessments for this kind of student learning.

4. where risks are taken, and where participants are willing to try new things, and are open to change and continuous learning.

5. which has diverse cultural and socio-economic characteristics and future goals.

6. where provisions are made for integrated preservice and inservice education of school and university faculty, i.e., teachers, administrators, parents, and other personnel, in the context of a learning community.

7. which has a memorandum of agreement formally binding the university and the school in a shared, long-term sustained collaboration.

8. which becomes center for inquiry into teacher education, teaching, learning, and school organization, including various kinds of research (e.g., collaborative, basic, and applied) and development for the purpose of improving education for all children.

9. where there is discussion about and demonstration of "best education practice" known at any given time.

The extraordinary work of faculty from the schools and the university should be recognized. This implies appropriate adjustments in work load and/or compensation, since the occupational complexities and responsibilities clearly grow in this new institutional arrangement (MPNE,1991).

Professional Development Schools are central to the mission of the teacher education reform and school restructuring. Through the Michigan Partnership for a New Education, they will form a statewide network of schools and universities dedicated to high quality teaching and learning for all children. Each Professional Development School is expected to demonstrate application of the best current knowledge of effective teaching, learning, educational management and community involvement. These schools also provide the setting for the preparation of future teachers and school administrators, action research to improve teaching and learning, and the development of community partnerships for improved learning (MSU, 1991).

SECTION IV: PLANNING FINANCES FOR A PROFESSIONAL DEVELOPMENT SCHOOL

The actual costs of operating a Professional Development School are largely dependent upon the nature and faculty at a particular site (elementary, middle or high school). Based upon experiences gained from operating Professional Development Schools and for statewide planning purposes the Michigan Partnership for a New Education has identified the "typical" staffing patterns of various Professional Development School sites. A basic assumption for each Professional Development School is that the school would be composed of teachers, administrators, counselors, students teachers, inductees (first year teachers), student teachers, and pre student teachers. Staffing for each type of PDS site might conform to the following staffing patterns:

Elementary PDS site

-12 teachers
-3 inductees
-3 student teachers
-3 pre student teachers
-1 counselor
-1 counselor (student in training)
-1 administrator
-1 administrator (student in training)
-1.5 teacher educators
-.33 counselor educator
-.33 administrator educator

Middle School PDS site

- -24 teachers
- -6 inductees
- -6 student teachers
- -6 pre student teachers
- -2 counselors
- -2 counselors (students in training)
- -2 administrators
- -1 administrator (students in training)
- -3.0 teacher educators
- -.66 counselor educator
- -.66 administrator educator

High School PDS site

- -24 teachers
- -6 inductees
- -6 student teachers
- -6 pre student teachers
- -2 counselors
- -2 counselors (students in training)
- -2 administrators
- -1 administrator (students in training)
- -3.0 teacher educators
- -.66 counselor educator
- -.66 administrator educator

Projected budgets to operate a prospective Professional Development School are based upon contributions of both actual and "in kind" resources from the local school district, the university, and the Michigan Partnership for a New Education. Budget items for the operation of a Professional Development School should include university personnel including the teacher educators, administrator educator, counselor educator reassignments, student teacher and pre student teachers, consultants (honorarium and travel), publications, local conferences for educators, business and community, communications, training sessions, printing/reproductions, facility rentals, equipment purchases, supplies and materials. Many of the expenses associated with the exploration, orientation, and implementation phases of Professional Development Schools are funded by the Michigan Partnership for a New Education. Some of the expenses associated with the actual operation of the Professional Development School are provided by the local school district.

A critical mass within the community, including the school board, parent, government, business leaders, and the university partner must demonstrate support for the establishment and long-term operation of the PDS by committing time, talent and resources to the effort. The leveraging of resources between the involved parties should assure an amplified voice in dealing with industry, government and foundations and an enhanced capacity to attract funds.

Additional information regarding the financial aspects of operating a Professional Development School can be provided by the School and University Alliance of the Michigan Partnership for a New Education.

SECTION V: EVALUATING A PROFESSIONAL DEVELOPMENT SCHOOL

The establishment of a Professional Development School requires intensive communication between institutions and more importantly, between the people who work in and are served by the institutions. Collaboration requires new relationships, new roles and responsibilities for both university and local school personnel. Professional Development Schools require cooperation and collaboration, which are based upon shared understandings. These shared understandings over time should create a new organization for teaching and learning. Becoming a new organization requires change and risk taking. Professionals who establish a Professional Development School must wrestle with changing their own patterns of thinking and behaving, as they also try to create a dynamic new organization.

At least four aspects of Professional Development Schools support the need for evaluation of these new organizations. First, reflection and inquiry are central features of each Professional Development School. Second, the improvements which Professional Development Schools are designed to make- better teaching and learning- can only be achieved through long-term, sustained commitment to change by a university, a school district, the local school site, and the community. Third, collaboration increases the number of involved individuals and institutions and also the need for accountability and improved communication. And lastly, Professional Development Schools require that two distinctly different cultures (school and university) agree on a shared philosophy of change and school improvement issues (Torres, 1991).

Therefore, the idea of evaluation in a Professional Development School must be viewed, as a means to capture the process of development and change, as well as the measurement of individual student and organizational improvement. The evaluation of a Professional Development School must take into account that creating a new organization is a development process with many dimensions.

Existing school evaluation models, such as 1) compliance evaluations, (i.e., regional accreditation bodies, national associations, state departments of education), 2) diagnostic evaluations, (i.e., effective schools correlates) and 3) performance evaluations (i.e., achievement testing) models are inadequate evaluation models for Professional Development Schools.

Nevertheless, evaluation is central to the development and continuation of Professional Development Schools. Evaluation must occur during the awareness, orientation, implementation and operational phases of a Professional Development School. According to Torres, particular attention in an evaluation model for Professional Development Schools should be focused around the following:

1. Responsiveness to stakeholding groups and individuals,
2. Issues and meaning orientation,
3. Formative, ongoing use of evaluation findings, and
4. Qualitative and quantitative methods addressing processes and outcomes.

An evaluation model for a Professional Development School will require new initiatives in school evaluation which will identify and verify authentic indicators of educational and institutional quality. Due to the great variety of activities which will take place, a qualitative and quantitative methodology must be used. Specific evaluation questions and a framework for an evaluation model for Professional Development Schools is outlined in greater detail in the concept paper entitled Evaluation of the Professional Development School Effort found in Appendix D.

SECTION VI: OBTAINING ADDITIONAL INFORMATION

PROFESSIONAL DEVELOPMENT SCHOOLS IN MICHIGAN

The following is a list of professional development schools in operation during the 1991-92 school year.

Averill Elementary School

Address: 3201 Averill Road
Lansing, MI 48911

Local Contact: Bruce Rochowiak, Principal

Phone: (517) 887-3224

University Contact: Fran Barger

Phone: (517) 353-4348

Carpenter Elementary School

Address: 4250 Central Boulevard
Ann Arbor, MI 48104

Local Contact: Giannine Perigo, Principal

Phone: (313) 994-1922

University Contact: Joe Payne

Phone: (313) 747-0606

Edmondson Middle School

Address: 1800 E. Forest
Ypsilanti, MI 48197

Local Contact: Norma Williams, Principal

Phone: (313) 481-8325

University Contact: Gary Knowles

Phone: (313) 747-0598

Elliott Elementary School

Address: 4200 Bond Street
Holt, MI 48842

Local Contact: Ramona Berkey, Principal

Phone: (517) 699-2106

University Contact: Michelle Parker

Phone: (517) 353-0646

Holmes Middle School

Address: 6602 Oxley Drive
Flint, MI 48504

Local Contact: Art Wright, Principal

Phone: (313) 760-1620

University Contact: Jacquelyn Nickerson

Phone: (517) 353-0726

Holt High School

Address: 1784 Aurelius Road
Holt, MI 48842

Local Contact: Mr. Tom Davis

Phone: (517) 694-2162

University Contact: Perry Lanier

Phone: (517) 353-9760

Kendon Elementary School

Address: 827 Kendon Drive
Lansing, MI 48910

Local Contact: Minnie Wheeler-Thomas, Principal

Phone: (517) 887-3086

University Contact: John Zeuli

Phone: (517) 332-2553

Longfellow Elementary School

Address: 31 N. Astor Street
Pontiac, MI 48342

Local Contact: Brian Castle, Principal

Phone: (313) 858-2257

University Contact: Richard Pipan

Phone: (313) 370 -4162

Mary McGuire Elementary School

Address: Crosslanes and Isabella
Mt. Pleasant, MI 48858

Local Contact: Carlene Shortz, Principal

Phone: (517) 773-5500

University Contact: Alan Weber

Phone: (517) 774-3975

Northwestern High School

Address: G-2138 W. Carpenter
Flint, MI 48505

Local Contact: Bessie Straham, Principal

Phone: (313) 762-1780

University Contact: Joyce Parker

Phone: (517) 353-0646

Otto Middle School

Address: 500 E. Thomas Street
Lansing, MI 48906

Local Contact: Walker Beverly, Principal

Phone: (517) 374-4650

University Contact: Linda Forrest

Phone: (517) 355-8502

Spartan Village Elementary

Address: 1460 Middlevale Road
East Lansing, MI 48823

Local Contact: Jessie Fry, Principal

Phone: (517) 337-6521

University Contact: Janet Johnson

Phone: (517) 336-2731

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Mini-Bibliography No. 1

Professional Development School Projects

This mini-bibliography features resources from the ERIC database which relate to professional development school projects. References which conclude with an ED or EJ number have been abstracted and are currently part of the ERIC system. References which conclude with an SP number are being processed at this time and will become part of the ERIC system.

Broyles, I. L. (1990). *Teachers for Secondary Schools Program handbook*. SP 032 933

> The Teachers for Secondary Schools Program (TSSP) is a one-year intensive preparation and certification program which utilizes clinical training schools for program planning and delivery. This handbook outlines TSSP policies, activities, and duties for interns, site coordinators, cooperating teachers, principals, and university supervisors and instructors.

King, I. L., & Smith, J. R. (1990). *The role of the partnership school in the undergraduate teacher training program at the University of Hawaii*. SP 032 780

> The Hawaii School/University Partnership, a participant in the National Network for Educational Renewal, is described. This paper discusses partnership school features, roles of university and school staff, difficulties in establishing secondary-level partnership schools, selection of school sites, and advantages and problems for the college, college coordinator, classroom teacher, and the school.

Pasch, S. H., & Pugach, M. C. (1990). Collaborative planning for urban professional development schools. *Contemporary Education*, 61(3), 135-143. EJ 420 756

> This article describes events which led to establishment of four urban professional development schools (PDS) by University of Wisconsin-Milwaukee and Milwaukee Public Schools. School sites, university/school district interaction, preservice student activities, and schoolwide change projects are described. Results of a survey of site teachers on PDS functions are included.

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Rosean, C. L., & Hoekwater, E. (1990). Collaboration: Empowering educators to take charge. *Contemporary Education*, 61(3), 144-151. SP 520 135

Three aspects of the formation and initial development of a professional development school (PDS) are discussed: developing interpersonal and working relationships, developing a common vocabulary and knowledge base; and engaging in genuine problem solving. The PDS is a partnership between Michigan State University and Elliott Elementary School.

Ruscoe, G. C., Whitford, B. L., Egginton,W., & Esselman, M. (1989). *Quantitative and qualitative perspectives on teacher attitudes in professional development schools*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. ED 310 068

This paper examines teacher attitudes relating to two central issues in the establishment and functioning of professional development schools in Jefferson County, Kentucky: teacher effectivess and teacher empowerment. Collaborative research was used to gain a more complete picture of the day-to-day life in professional development schools.

Stallings, J. A., Bossung, J., & Martin, A. (1990). Houston Teaching Academy: Partnership in developing teachers. *Teaching and Teacher Education*, 6(4), 355-365. EJ 419 313

This article discusses the rationale for establishing the Houston Teaching Academy, a professional development school for preparing teachers to teach in multicultural inner-city schools. Program implementation is described, and results of formative and summative evaluations are presented.

Yinger, R. J., & Hendricks, M. S. (1990). An overview of reform in Holmes Group institutions. *Journal of Teacher Education*, 41(2), 21-26. EJ 409 632

Results are reported from an analysis of institutional reform efforts of 50 teacher education institutions. Six types of reform are discussed: new connections with arts and sciences faculty, teacher and school collaborations, professional development schools, internships, professional studies, and new organizational partnerships.

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Mini-Bibliography No. 2

Collaboration within the Context of Professional Development Schools

This mini-bibliography features resources from the ERIC database which relate to collaboration within the context of professional development schools. References which conclude with an ED or EJ number have been abstracted and are currently part of the ERIC system. References which conclude with an SP number are being processed at this time and will become part of the ERIC system.

Clark, R.W. (1990). *What school leaders can do to help change teacher education.* Washington: American Association of Colleges for Teacher Education. SP 033 098
This booklet provides an overview of ways in which school leaders can make a significant difference in the education of educators. Six tasks are outlined, including collaboration with colleges and universities in establishing professional development centers.

Goodlad, J. I. (1990). Why our schools don't get much better--And how they might. *Teacher Education Quarterly*, 17(4) 5-21.
EJ 422 104
Improving our schools involves reconstruction of two interacting ecologies--that of the total array of educating institutions and that of the formal system of schooling. There is a need to link teacher education and schools simultaneously in improvement.

Goodman, J. (1988). University culture and the problem of reforming field experiences in teacher education. *Journal of Teacher Education*, 39(5), 45-51. EJ 384 752
Four cultural conditions within universities impede significant reform of field experiences in teacher education: lack of resources, low status, fragmented curriculum, and professional persepctives of teacher educators. Recommendations are made for altering the purpose of field experiences to include more than the acquisition of technical competency.

Hawley, W. D. (1990). *The prospects for collaboration between schools and universities to improve American education.*
SP 032 669
Collaboration between schools and institutions of higher education (IHE) is usually effective only when values are shared and mutual dependencies are recognized. These conditions are uncommon. This paper discusses the elements required to construct a strong foundation for collaboration, forces that might encourage more effective collaboration, and potential impediments to school-IHE collaboration.

Lawson, H. A. (1990). Constraints on the professional service of education faculty. *Journal of Teacher Education*, 41(4), 57-70.
SP 520 217
Increases in external services performed by faculty are integral to the reform agendas for K-12 schools and departments, colleges, and schools of education. Calling for increased external service and collaboration will not by itself achieve this intended

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outcome. First, we need to understand the constraints that limit faculty service. Five factors that constrain service are identified, and the implications of these factors are explored in light of the diversity among education faculty and their colleges and universities.

Pasch, S. H., & Pugach, M. (1988). A collaborative approach to introducing education. *Teaching Education*, 2(2), 62-67. EJ 406 254

This article discusses the context, design, goals and objectives, course organization and description, and student responsibilities associated with a preservice course, "Introduction to Teaching," given by the Center for Teacher Education at the University of Wisconsin-Milwaukee. Within professional development school settings, university faculty and public school teachers work together to address conditions of work and improvement of learning in typical city schools.

Nystrand, R. O. (1991). *Professional development schools: Toward a new relationship for schools and universities (Trends and Issues Paper No. 3)*. SP 033 018

Professional development schools (PDS) offer significant promise for restructuring university-school district relationships around a common agenda of modeling exemplary practice, preparing teachers, and conducting research. This paper traces the development of the PDS concept and discusses issues related to establishing such schools. Topics include PDS goals, characteristics, rationale, and conceptual bases.

Rosean, C. L., & Hoekwater, E. (1990). Collaboration: Empowering educators to take charge. *Contemporary Education*, 61(3), 144-151. SP 520 135

Three aspects of the formation and initial development of a professional development school (PDS) are discussd: developing interpersonal and working relationships, developing a common vocabulary and knowledge base, and engaging in genuine problem solving. The PDS described is a partnership between Michigan State University and Elliott Elementary School.

Warring, D.; And Others. (1991). *Implementing the vision: The shared experience in Minnesota*. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, GA. SP 032 986

Collaboration of state licensing agencies and university/college and school personnel is essential to pursue creative options to meet student needs. This collaboration requires a close examination of the roles each of the three groups plays in teacher preparation at the preservice and inservice levels.

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Mini-Bibliography No. 3

Professional Development Schools: Principles and Concepts

This mini-bibliography features resources from the ERIC database which relate to the principles and concepts associated with professional development schools. References which conclude with an ED or EJ number have been abstracted and are currently part of the ERIC system. References which conclude with an SP number are being processed at this time and will soon become part of the ERIC system.

Abdal-Haqq, I. (1989). *The nature of professional development schools*. ERIC Digest 4-89. Washington, DC: ERIC Clearinghouse on Teacher Education.
ED 032 239

Three major purposes have been proposed for professional development schools: (a) to improve education of prospective and practicing teachers; (b) to strengthen knowledge and practice in teaching; and (c) to strengthen the profession of teaching by serving as models of promising and productive structural relations. This Digest explores the proposed purposes of these schools, discusses some of the literature that provided the conceptual base for these proposals, and presents some critiques of various aspects of professional development school proposals.

Carnegie Forum on Education and the Economy. (1986). *A nation prepared: Teachers for the 21st century*. Washington, DC: Author. ED 268 120

This report argues that if the United States is to have a vibrant democracy, avert the growth of a permanent underclass, and have a high-wage economy, schools must graduate the vast majority of students with high achievement levels long thought possible only for a privileged few. An integrated plan is presented for restructuring schools, upgrading the status of teachers and redesigning the education of teachers. This plan includes creation of clinical schools that would serve as sites for the clinical education of teachers.

Goodlad, J. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass. SP 032 960

A five-year study of teacher education and the institutional and regulatory context in which it is conducted reveals that several conditions undermine teacher education. These conditions include: low prestige of education departments; pre-eminence among teacher educators of scholarly publishing over teaching; and stifling, state-mandated curricula and credentialing requirements. Nineteen postulates, or presuppositions, are proposed regarding the conditions that will need to be in place to attract, prepare, and retain able, dedicated teachers. The postulates focus on expectations for institutions that educate educators, selection of students, state licensing of teachers, clinical training of teachers, university/school district collaboration, and teacher education curriculum.

Holmes Group. (1986). *Tomorrow's teachers: A report of the Holmes Group*. East Lansing, MI: Author.
ED 270 454

The Holmes Group, a consortium of representatives from leading research institutions which are involved in teacher education, is organized around the twin goals of reform of teacher education and reform of the teaching profession. Specific objectives of the group are to: (a) make the education of teachers intellectually more solid; (b) recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work; (c) create standards of entry into the profession, examinations and educational requirements that are professionally relevant and intellectually defensible; (d) connect the group's institutions with schools; and (e) make schools better places for teachers to work and learn. Proposals include creation of a network of professional development schools.

Holmes Group. (1990). *Tomorrow's schools: Principles for the design of professional development schools*. East Lansing, MI: Author. SP 032 871

The professional development school (PDS) is an effort to invent an institutional coalition that will bring together universities, schools of education, and public schools. This report urges the creation of a relatively small number of schools, professional development schools, designed to be the focus of professional preparation for teaching, school research, and the improvement of teaching. Six principles are offered on how PDSs should organize themselves. The rationale for creating a network of PDSs and the relationship of these schools to

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educational reforms are discussed. The report concludes by suggesting what Holmes Group universities should do to make a start in establishing PDSs.

Hopkins, S. & Moore, K. D. (1989, July). *Professional development schools: An exploratory approach.* Paper presented at the conference of the Northwest Association of Teacher Educators, Tacoma, WA. ED 311 021

Recent studies on school improvement have urged the formation of partnerships between public schools and universities to better prepare teachers for the nation's schools and have suggested that these alliances would encourage reform in public schools and universities. One area of emphasis in this suggested reform network is the creation of clinical school settings, professional development schools, where prospective teachers can learn the best in research and practice. This paper explores possible characteristics of professional development schools. Results are reported from a survey of 300 teacher educators who were asked to indicate the relative importance of 12 PDS components and to identify the teacher preparation areas with the greatest need for attention.

Kennedy, M. M. (1990). Professional development schools. *NCRTE Colloquy, 3*(2). ED 326 516

This issue features a review of *Building a Professional Culture in Schools*, edited by Ann Lieberman, and an interview with Charles Thompson, associate dean for clinical studies at Michigan State University's College of Education. The book reviewed focuses on the movement to professionalize teaching and the need to alter school cultures to accomplish this goal. The interview, "On the Development of Professional Development Schools," presents the idea that professional development schools are more than sites for preparing new teachers. They are also settings for creating a new kind of education that reflects the kind of teaching and learning needed to respond to the social, demographic, and economic realities of late 20th- and 21st-century America.

Levine, M. (Ed.). (1988). *Professional practice schools: Building a model.* Washington, DC: American Federation of Teachers. ED 313 344

This report summarizes the discussions of a task force which focused on the concept of professional practice schools. These schools are public schools which are structured, staffed, and supported to achieve three goals: student achievement, teacher induction, and support of research directed at the continuous improvement of practice. The professional practice school should be developed as a collaborative institution with a function similar to that of a medical teaching hospital. Three papers are presented, focusing on issues of accountability, curriculum, and standards for professional practice schools. An additional paper provides background for the conceptual framework.

Levine, M. (Ed.). (1990). *Professional practice schools: Building a model* (Vol. 2). Washington, DC: American Federation of Teachers. ED 324 299

This collection of papers addresses three important aspects of professional practice schools: student learning, teacher development, and implementation issues related to collaboration among institutions and state policy environment. The papers include: "The Child as Meaning Maker: The Organizing Theme of Professional Practice Schools" (Ellen M. Pechman), "Teacher Development in Professional Practice Schools" (Ann Lieberman and Lynne Miller), "Professional Practice Schools in Context: New Mixtures of Institutional Authority" (Barbara Neufeld), and "Afterward: A Look at Professional Practice Schools with an Eye Toward School Reform" (Marsha Levine).

Zimpher, N. (1990). Creating professional development school sites. *Theory into Practice, 29*(1), 42-49. EJ 419 242

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PROFESSIONAL DEVELOPMENT SCHOOL RESOURCE LIST

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APPENDIX A

MICHIGAN PARTNERSHIP FOR A NEW EDUCATION BOARD OF DIRECTORS

THE MICHIGAN PARTNERSHIP

Board of Directors

David Adamany, President	Wayne State University
Joseph Antonini, Chairman and CEO	Kmart Corporation
Dorothy Beardmore, President	Michigan State Board of Education
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Diether Haenicke, President	Western Michigan University
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February, 1992

APPENDIX B

CHRONOLOGY OF MICHIGAN PARTNERSHIP FOR A NEW EDUCATION

CHRONOLOGY OF MICHIGAN PARTNERSHIP FOR A NEW EDUCATION

Dec. 1989 **Announcement of Partnership Intent**

1990 **Planning and Start-up Year**

- Three universities (MSU, U-M, Oakland) are involved in Professional Development Site initiatives.
- First community initiative is begun in Flint.
- Partnership's Educational Extension Service publishes first issue of *"Changing Minds,"* distributed to 5,000 educators.
- First School Leadership Academy is designed and piloted.

1991 **Organizational Development Year**

- First board of directors meetings.
- Kellogg Foundation grant ($6.1 million) approved.
- National recruiting of management team completed.
- First residential Leadership Academy is held (55 school & university faculty from 15 schools in 8 districts and 4 universities).
- MSU, U-M and Oakland continue development with Ann Arbor, East Lansing, Flint, Holt, Lansing, Pontiac, Saginaw and Willow Run schools.
- Six additional universities explore and begin planning developmental initiatives (Central, Western, Lake Superior, Northern, Grand Valley and Wayne).
- Partnership "Summer Institute" is held for all faculty in PDSs currently underway.
- Products developed and technical assistance provided to 52 Intermediate School Districts (applying state of the art knowledge from research to core curriculum development work called for by Public Act 25.
- Partnership works with White House, U.S. Department of Education and Congress, helping design federal funding programs aligned with Partnership intent.
- Development/fundraising efforts focus on corporate and foundation sources and on two collaborations: with state Department of Education to win $10 million National Science Foundation math/science systemic initiative, and with U-M and MSU to gain $15 million National Literacy Center.
- Partnership Mission and Vision Statements adopted by board.
- Strategic business plan developed and approved by board.
- Communications plan developed and presented to board.

* Chronology of Anticipated Activities

1992 First Fully Operational Year

- Board approves quality standards and criteria for formally establishing Partnership Schools and Professional Development Sites.
- First Professional Development Sites are formally established.
- Partnership announces process for selecting additional Professional Development Sites. (About half of the additional sites would be selected in this round.)
- Three more universities begin participation.
- Strategic alliances are initiated regarding new testing and assessments for teaching and learning, and new uses of technology (e.g., with ETS, IBM, TVO).
- State Leadership Academy is convened.
- Career Transition Program is launched.

1993 Second Fully Operational Year

- Three more universities begin participation.
- Complete evaluation of Partnership--performed by National Review Panel, as a prelude to determining future plans.
- Plans for development at a more rapid pace are devised. (With all 15 public universities now participating and initial policies, practices and programs fairly well developed, we should be able to double the productivity achieved in the first five years.)

1994 Cornerstone Year for the Statewide Innovation System

- The innovation system is in place, with 24 (or more) Professional Development Sites well underway. Approximately half of the sites will be formally established by this time.
- The Partnership announces process for selecting additional Professional Development Sites. (The second set of sites would be selected.)

Chronology of Anticipated Activities

1995-1999	While speculative at this time, we believe that as many as sixty additional Professional Development Sites must and can be developed and initiated in this period. The selection processes in 1992 and 1994 will have begun this work.
2000-2004	Each Professional Development Site will be "rounded out" to create a cluster of "feeder" schools working with the Partnership.

APPENDIX C

POSITION STATEMENT ON PROFESSIONAL DEVELOPMENT SCHOOLS

POSITION STATEMENT ON PROFESSIONAL DEVELOPMENT SCHOOLS

We believe collaboration of the College of Education with local school systems is essential to the improvement of K-12 education, the improvement of teacher, counselor, and administrator initial preparation, and the continuing professional development of educators. Partnership arrangements designed to enhance the teaching/learning enterprise between the College of Education and local school systems are strongly encouraged.

The College of Education endorses the professional development school concept and plans to implement these schools in collaboration with local school systems to improve the preparation programs for teachers, counselors, and administrators and to improve local school education efforts. The professional development schools developed by Western Michigan University and collaborating local schools will reflect our own unique situation, however they will conform to the general framework for establishing professional development schools as established by the Michigan Partnership for New Education. Professional development schools are defined as regular elementary, middle, or high schools that work in partnership with a university to develop and demonstrate

- improved learning programs for diverse students
- improved initial preparation and continuing professional development for teachers, counselors, and administrators
- new understandings and professional responsibilities for experienced educators
- research projects that add to all educators' knowledge about how to make schools more productive
- teaching for understanding so that students learn for a lifetime
- new organizational structures for K-12 schools and the College of Education.

The Western Michigan University College of Education will be an active participant in the Michigan Partnership for New Education to the extent we have adequate resources.

Initially the College will engage in continuing dialogue and reflection with a local school system to establish a professional development school. We view the 1991-92 academic year as the time to engage in discussion with a local school system. The 1991-92 academic year will be a year of planning that involves all significant partners with the intent to establish a professional development school by Fall 1992.

The College of Education will actively pursue formal evaluation of its professional development school. Such efforts will include ongoing formative evaluation to permit needed modifications to be made and annual summative evaluations to provide information to make decisions regarding the nature, scope, and continued viability of the professional development school concept.

The establishment of professional development schools will require additional resources and the control of the number of students admitted to our programs. If it should be determined that the professional development school model is the way the College will prepare educators, then the transition period to this model will require greater than normal resource allocations. The College commitment to the professional development school model is dependent upon the availability of resources through additional WMU allocations, realignment of College resources, and the acquisition of external sources.

The establishment of professional development schools will require leadership and management at the college level. The College proposes to establish a Center for School Collaboration responsible to an Associate Dean. This Center would provide coordination for all College collaboration efforts, provide leadership for College involvement in professional development schools, coordinate research activities, and secure external funding.

Western Michigan University
College of Education
Administrative Council

APPENDIX D

PROFESSIONAL DEVELOPMENT SCHOOL CONCEPT PAPERS

ADMINISTRATIVE STRUCTURES
TO IMPLEMENT PROFESSIONAL DEVELOMENT SCHOOLS

Developed for the School Collaboration Task Force

Western Michigan University
College of Education
Patrick Jenlink, Ph.D.
Educational Leadership Department
Ronald Crowell, Ph.D.
Education and Professional Development Department

Task Force Charge

To develop and recommend a structure within the College of Education to support college-school collaboration.

Focusing Questions

1. Within the current architecture of the College of Education, how do you support, sustain, and nurture university-school collaboration?
2. Embedded within this question are two equally important questions: a) how do you interface the operation of this infrastructure with the mission and goals of the various departments, and b) how do you orchestrate the integration of this infrastructure to change the nature of the college in such a way that collaboration becomes a core value of the college, accepted as a part of the everyday work of the college?

3. What is the nature of the professional relationship that should exist between school personnel and college personnel in a collaborative relationship?
4. How can the university and College of Education contribute to the building of a collaborative and integrative system for teacher education?

These were the questions which we felt were critical to the development of a useful proposal. However, we felt it also was important to define what we mean by university-school collaboration and whether collaboration is an aspect of the mission of the college.

Definition of Collaboration

Although another task force committee is writing a paper on the nature of collaboration we have used the following definition, developed by Pine and Keane (1986), and related information about collaboration, to help guide the development of this proposal.

> Higher education and school collaboration for educational purposes is defined as a *joint endeavor of autonomous agencies to achieve outcomes desired by all parties* but beyond the grasp of any one of the units acting alone. It is a partnership in a conceptual and operational sense but is not a legal entity. The ensuing collaborative partnership includes university faculty, school administrators, classroom teachers, intermediate district staff, and graduate and undergraduate students who share energy,

> expertise, time, and other resources to plan and conduct projects and programs of preservice and inservice education, action research, curriculum development, and/or school improvement programs (Pine and Keane, 1986).

The definition was used in a recent study of university school collaboration in the state of Michigan (Hatfield, et al., 1990). The study found that four general forms of collaboration were identified by school superintendents, university deans and presidents.

Collaborative Service. Primarily of a service nature in which an organization/individual provides a service to another institution.

Collaborative project. A partnership type implying some form of project which serves the goals of all agencies/individuals who are participants.

Collaborative alliance. Established as a partnership among multiple agencies and may involve single or multiple activities.

Collaborative consortium. A consortium of agencies for the purpose of providing a means to more effectively achieve some of the goals of all participants. The consortium provides a structure for continuous relationships among the agencies (Hatfield et al., 1990).

Daly (1985) also has examined major approaches to collaboration and has drawn the following conclusions.

> Collaboration arises from a recognition of mutual interest between school and college - between community and college - that must become widespread if we are to improve our public schools. Within a partnership of institutions there should be a coequal relationship of colleagues, a volunteer association of individuals who choose to work together, of allies in league to improve our schools. An equal importance must be attached to what each partner brings to the relationship. The aim is to work together without everybody changing place.

An early step in establishing a collaborative program is to assess the resources that can be made available to meet the needs of schools, and then to apply these resources in an intensive way where the need is greatest. Institutional support must come from both sides of the partnership; tangible and highly visible evidence of such commitment is essential (Daly, 1985, p. 87).

Reed and Cejda (1988) have examined school-university collaboration nation-wide and developed the following basic conditions for collaboration.

1. Activities should be mutually beneficial and contribute to the goals of all participating institutions.
2. Individual and institutional participation should be guided by established policies.
3. A centralized communication network should exist among participating institutions.
4. Collegial relationships should exist among participating individuals.

5. Time, space and resources should be provided for carrying out planned activities.

6. Encouragement and personal rewards should be provided by the institutions for individual participation in collaborative activities.

7. Both institutional individual commitment should be representative of total institutional backing by all partners in the collaborative effort (Reed and Cejda, 1988).

These definitions and an examination of the various types of collaboration and functions provides a context for examining collaboration in the College of Education. The collaboration should focus on two elements: 1) facilitating local area schools to successful accomplishment of their missions and goals, etc., and 2) allowing the College of Education to fulfill their charge and mission. It is our premise that the broad array of collaborative activities which we engage in can best be supported and facilitated through a center structure with a clearly understood purpose and specified responsibilities.

PROPOSED

It is proposed that a Center for University-School Collaboration be established within the College of Education responsible to an Oversight Board composed of the Dean, three department chairs, and three faculty.

Purpose

The purpose of the Center is to orchestrate the relationships established between the College of Education and schools and other educational entities in the field. The intent of the Center is to make available in a planned way the existing strengths in such a way as to expand and to institutionalize the work of university faculty members with their colleagues in the schools (Daly, p. 83.).

Assertions underlying the development of a Center:

1. It is imperative to the future of the College of Education that we are involved in schools.

2. No current infrastructure currently exists to support collaborative efforts in the College of Education.

3. Before a Center will become effective a context for change must be developed in the College of Education.

4. The college leadership (Dean, Department Chairs) must begin to create a context for change.

5. The establishment of a Center should not preclude any of the wide variety of collaborative activities entered into by individual faculty but rather should nurture and sustain all types of collaboration.

6. The infrastructure developed to house and support this operation of the Center should not provide a parallel structure to the regular operation of the college and the departments. The Center operation must interface with department mission and goals, and planned resource utilization. This assertion assumes that collaboration will be an aspect of the mission and goals of all departments since the Center must complement the work of the departments.

7. There has to be dialogue between colleges of education and other colleges; between colleges and the practitioner preparation programs, between the setting which prepares the educator and the setting which receives the trained educator.

8. Some type of organizational structure is required to support collaboration within the organization; a different type of structure is required to support collaboration across organizational or institutional boundaries.

9. When the current organizational structure remains intact, with little change, the design of an infrastructure for collaboration is an option to the redesign of the college; this new infrastructure must be designed to interface with intact organizational structure in such a way as to effect change within the setting to achieve the goal of collaboration, whether within or across boundaries.

10. A small, representative core of people within the organization, or across multiple organizational and institutional boundaries must be brought together to work on the collaboration. The selection of this core is crucial to the success of interfacing the new infrastructure with the intact dynamics of existing settings.

11. Time, as an essential resource, must be allocated; designing and interfacing a collaborative infrastructure requires adequate time.

12. Thoughtful, skillful people cooperating in synergy enhances and nurtures collaborative work; critical in the design of the infrastructure is the understanding of the need to establish a work-life climate conducive to collaborative relationships.

13. In the initial stages of design and implementation of a collaborative infrastructure, the selected activities propel the collaboration, not goals.

14. Large superordinate goals for collaboration become clearer and ownership in the achievement of goals accepted, after people have worked together collaboratively; a dynamic is established when the people work together that provides a context for understanding.

15. Collaborations require energy levels often underestimated in working with other people; work relationships within and across boundaries create contexts only understood after interaction in the context.

16. Collaborations are better described by ambiguity and flexibility than by certainty and rigidity; universities are often rigid, bureaucratic organizations while schools are loosely coupled organizations with intonations of bureaucracy intermingled - the challenge is in the design of a collaborative infrastructure that will interface across and within two differing organizational structures at the same time.

17. Conflict in collaborative work is inevitable; the importance is that conflict be of a natural evolution and be viewed as positive opportunities providing potential for productive learning.

18. People engage in collaborative work relationships for different reasons; important to the success of cross-organizational/institutional collaborations is the inclusion of wanting to do things together.

19. Over time, collaborative relationships - shared work experiences - establish and build mutual trust, respect, risk-taking, and commitment.

These assertions about organizations and people offer substantive challenges to those people who engage in collaborative activities and for the appropriate and effective design of a college structure which can support and sustain collaboration. We feel the following organization, functions, and operating principles of the proposed Center can begin to address these challenges.

Organization

The Center should be organized and function from the office of the Dean of the College of Education. The Center should have a director who reports to the Executive Committee of the Oversight Board.. The Center Director also should serve as a member of the Administrative Council. The organization is illustrated on the following page.

Structure

A Center for University-School Collaboration must slice across all departments since the activities sponsored or facilitated through the Center may likely involve faculty from two or more departments working together. Further, its operation must interface with the mission and goals of the various departments and, for that reason, should be accountable to the college and to the departments. The organizational chart and description of roles reflect the proposed organizational structure.

Functions

1. Provide oversight for collaborative activities developed by or through the Center. This should not be construed in concept or fact as a monitoring role.
2. Establish guidelines and criteria for collaborative activities as recommended by the Operational Board.
3. Establish formal communication linkages with the field and within the College of Education.
4. Formulate policy within the guidelines provided by the Executive Committee.
5. Help devise fiscal plans to recover operational costs.

6. Attempt to secure funding for collaborative activities.
7. Help faculty negotiate contracts with schools.
8. Serve as a clearinghouse for requests for collaboration and services.
9. Organize and provide staff development (as appropriate) for university faculty.

Operational Principles

1. The Center is responsible to develop in people the skills and expertise to serve in various collaborative roles.
2. The Center must orchestrate the relationships between the College in the collective sense and schools in the field.
3. The Center must make allowances for the involvement of other colleges in collaborative work. The Center must find ways to interface with the work (and potential work) of faculty in other colleges.
4. In order to orchestrate the relationships within the college, the Center will have responsibility for the Professional Development School coordinating group.
5. The Center must eventually become a self-sustaining effort.

Dimensions

Dimensions of the infrastructure necessary to support a successful Center operation must be considered as the operation and functions of the Center are developed. We have used the dimensions of organizations posited by Weisbord (1976) and added five others which we feel also may be critical to a successful operation.

1. **Relationship Dimension**

   - Across departments within the College
   - College/department and an external entity (school, another college, etc.)
   - Between individuals within and between departments and the external entity
   - Between individuals and the technology they are using.

   Considerations:

   Informal roles
   Conflict management
   Processes
   Climate - support for collaboration
   Adequate/appropriate technology

   Key Questions

   How much dependence or interdependence is required within the College and the University?

How are agreements and disagreements (conflicts) managed?

2. **Procedures/Structural Dimension**

Considerations

Rules and policies

Formal roles

Physical arrangement

Processes

Key Questions

Does form follow function?

Is the form (organization) appropriate for the functions which need to be performed?

3. **Purpose Dimension**

Considerations

Goals

Mission

Objectives

Interaction between the surrounding environment and members of the organizaiton

Key Questions

To what extent do those associated with the Center and with the college understand its purposes?

To what extent do they agree with them?

4. **Political Dimension**

Considerations

Assessing shared decision making

Politics of a college and policies of the schools

Academic units and existing centers

College and central administration

5. **Educational Dimension**

Considerations

Interfacing with current curriculum and instructional practices - university and school

Developing an appropriate approach to knowledge building, supported by the Center

Concern for organizational learning

Key Questions

Is there agreement on the knowledge base underlying any activity?

Is there an adequate knowledge base?

Are we in a single feedback loop or a double feedback loop with respect to organizational learning?

6. **Reward Dimensions**

Considerations

How does collaboration pay off?

Extrinsic vs. intrinsic rewards

Official (formal) rewards

Informal rewards

Equity

Key Questions

Are the rewards fair?

Are the behaviors that are being rewarded those which the organization wants to encourage?

What really pays off?

7. **Fiscal Dimension**

Assumptions - Alternatives

1. The College of Education may operate on the premise that all collaboration needs are to be funded externally.
2. The college and/or the university needs to provide equal resources in collaborative activities (beyond any PDS monies). For example - start-up money for the Center.

Considerations

Cross agency funding

Operating budget

Key Questions

Who provides the funding for activities?

How can be provide trade-off to schools?

What fiscal constraint currently exists that precludes sucessful collaboration?

How may these be overcome?

8. **Change Dimension**

Considerations

Developing a constancy of purpose and a quality approach to promote and sustain change

--within the College

--between colleges

--between college and schools

Value and belief structure

Key Questions

Do we have the knowledge and process skills to undertake a change process?

Is the change process (i.e., the organization) viewed as a technical, or orgaizatonal development process?

Are people open to change?

9. **Legal Dimension**

Considerations

Formal, institutional agreements

Management and labor

Key Questions

What contractual agreements must be arrived at -

by all groups?

What are the similarities between schools and universities?

What are the legal boundaries to formalizing collaborative arrangements?

10. **Helpful Mechanisms** - The cement that binds an organization together

Considerations

Meetings

Communications

Space and secretarial support

Policies

Reports

Key Questions

Are the activities of the Center and the personnel adequately supported?

Are there sufficient means with which to close the gaps between what we perceive as current reality and what we would like to see happening?

11. **Cultural Dimension**

Collaborations with schools or colleges demands an understanding of these educational entities as complex social organizations shaped by the realities of their specific contexts; the culture of these two organizations are disparate and consideration for interfacing a collaborative infrastructure must consider the complex and inextricable nature of the cultures of both.

Recommendations

1. Support an organizational diagnosis of the College of Education to examine whether the proposed Center can function effectively within the college.
2. Do not establish the PDS oversight group. It appears to be redundant to the functions of the proposed Center.
3. Do not establish the proposed Center until after the new dean is on campus.
4. Short of number three, develop a coordinated plan for the transition from the current context of our off-campus activities to the proposed context for collaboration which are created by the proposed Center.
5. Broaden the functions and responsibilities of this proposed Center to become a Center encompassing research and development as well as collaboration.

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AWARENESS AND ORIENTATION PLAN
FOR SHARED UNDERSTANDINGS

Developed for the College of Education
Task Force on School Collaboration

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Charge: to develop a response to task #5 (TASKS, 4/11/91), "Professional Development Plan," as a component of the College's plan to develop a Center for University School Collaboration. In this report, we have followed major headings given in the "TASKS" list.

COLLEGE OF EDUCATION ADMINISTRATORS AND FACULTY

This proposal is being developed at a time when the University is under severe financial constraints, which have a deleterious impact on staffing in the College of Education, and when the College is, and has been for some time, without a permanent Dean. Nevertheless we see prompt action toward developing a Center for University School Collaboration as being both useful and timely. If the process of developing and beginning to implement a plan is completed successfully, these will be among the advantages:

- A component of the selection process in the search for a Dean can include inquiry into the match between candidates' views and experience and this goal of the College and University.

- The new Dean will enter the position at a time when members of the various departments in the College have taken early steps in engagement with well-planned, important and rewarding collaborative effort.
- Outside funding for the Center for University School Collaboration may be sought; if obtained, this will help to alleviate financial constraints.

POTENTIAL COLLABORATION WITH LOCAL SCHOOLS

We concur with the definition of collaboration used in the task force paper prepared by Jenlink and Crowell:

The concluding part of the definition is of particular interest: (" outcomes desired by all parties but beyond the grasp of any one of the units acting alone"). This carries the clear implication that *the collaboration we envision is a true partnership*, and not a top-down endeavor by presumably knowledgeable university faculty to improve the performance of presumably less knowledgeable practitioners. In this partnership the University faculty who will be involved in the PDS must see the collaboration as a means of informing and improving our own teaching. In research endeavors conducted through the PDS we must be inquirers for whom teachers (and also preservice teachers and children in the schools) will be intelligent colleagues in intellectual inquiry – *resources*, not simple sources of data.

William Johnson (1990), in commenting on the Holmes Group's report, *Tomorrow's Schools*, stresses the importance of *conversation* in collaboration.

> *"The entire tone of the report is respectful of teachers, precisely the kind of language that makes the invitation to conversation believable. The classroom teacher is now viewed as one who wants variety and greater responsibility, as a person who is able to think about what goes on in the classroom, and, through a new kind of research perspective, is able to improve the educational process in small but important ways. Collectively, across two or three generations, this kind of practitioner reflection and experimentation promises to recharge and reform educational practice, first in Professional Development Schools but eventually rippling out to affect all of American education."*

If the PDS partnership is to succeed, there must be valid reasons for faculty members at the PDS school also to see the process as enjoyable and valuable. Moreover the constituents of the PDS school community – students, parents, district and school administrators, local citizens – need reasons to value this partnership. We suggest a model which focuses attention on outcomes, based on the work of Jeannie Oakes. Oakes (1989), in advocating evaluation of schools based on educational indicators other than student performance on standardized tests, has identified three features which she calls Access, Press and Professional Teaching Conditions (See Figure 1, taken from Oakes, 1989, page 192.)

"...[T]hree global school conditions emerge as ideal targets for indicator development. The first is access to knowledge, the extent to which schools provide students with opportunities to learn various domains of knowledge and skills. The second condition is the institutional pressure that the school exerts to get students to work hard and achieve (i.e., press for achievement). The third feature is professional teaching conditions, the conditions that can empower or constrain teachers and administrators as they attempt to create and implement instructional programs" (Oakes, 1989).

By giving conscious attention in planning and practice to increasing students' access to knowledge, fostering school environments which contribute to press for achievement, and enhancing professional teaching conditions, a PDS partnership could not only enhance educational programs, but develop and maintain community support. Additionally, within the context of a PDS, the concept of access to knowledge has a wider application. Expansion of the knowledge base for both school and university faculty is a major goal. "...[A] strong focus

FIGURE 1

ACCESS, PRESS, AND PROFESSIONAL TEACHING CONDITIONS

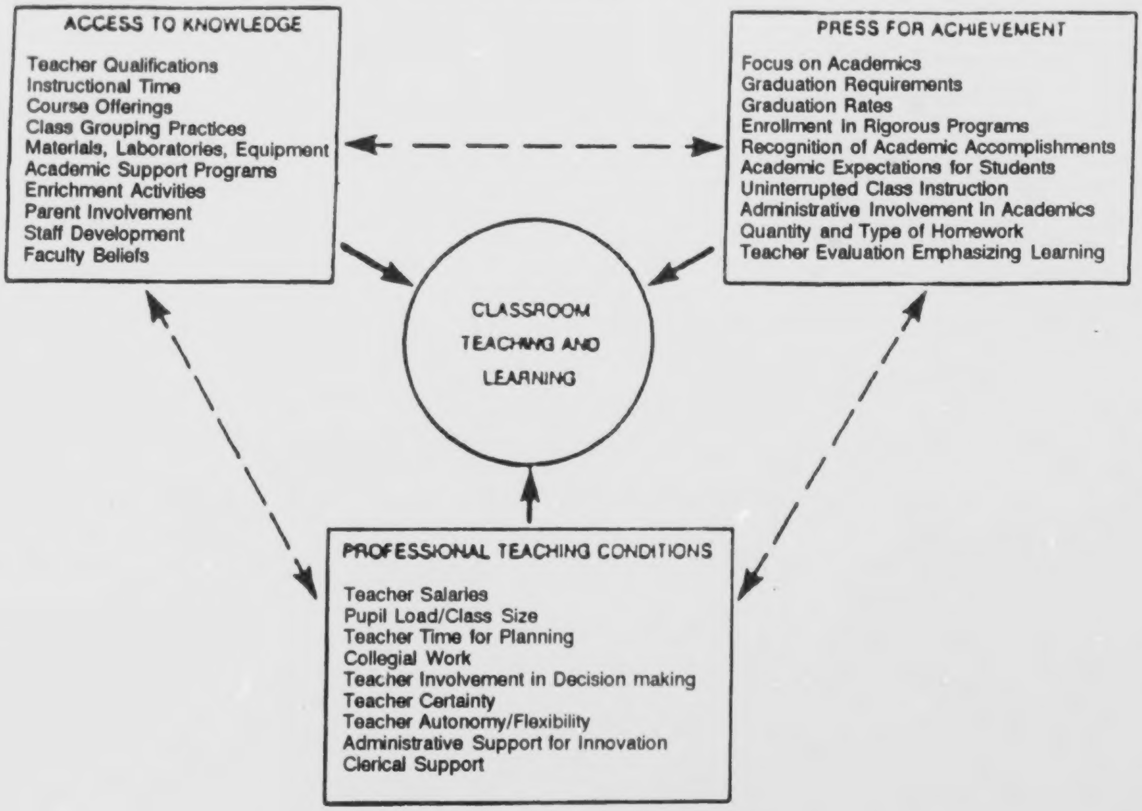
ACCESS TO KNOWLEDGE
Teacher Qualifications
Instructional Time
Course Offerings
Class Grouping Practices
Materials, Laboratories, Equipment
Academic Support Programs
Enrichment Activities
Parent Involvement
Staff Development
Faculty Beliefs
PRESS FOR ACHIEVEMENT
Focus on Academics
Graduation Requirements
Graduation Rates
Enrollment in Rigorous Programs
Recognition of Academic Accomplishments
Academic Expectations for Students
Uninterrupted Class Instruction
Administrative Involvement in Academics
Quantity and Type of Homework
Teacher Evaluation Emphasizing Learning
CLASSROOM TEACHING AND LEARNING
PROFESSIONAL TEACHING CONDITIONS
Teacher Salaries
Pupil Load/Class Size
Teacher Time for Planning
Collegial Work
Teacher Involvement in Decision making
Teacher Certainty
Teacher Autonomy/Flexibility
Administrative Support for Innovation
Clerical Support

FIGURE 1. *School context indicators*

From Oakes, 1989

should be placed on teachers' cognitions and practical knowledge... and these should be considered in relation to actual or potential classroom activities." (Richardson, 1990).

Recommendations:

- Participation in the proposed school collaboration should be undertaken on the basis of *a choice and a voice for the two major constituents*: teachers in the PDS and University faculty. While willingness and ability to participate in the PDS may be stipulated as a condition for hiring new faculty, such participation should be optional for current faculty members.

Providing a choice will require development of a variety of formats for participation so that all faculty (school and University) who wish to participate may do so. It may also require that planning be sufficiently flexible to enable the collaboration to begin even if the number of faculty from either the school or the University who wish to participate is smaller than anticipated, especially as the program gets underway. Faculty awareness that they truly have a choice about whether to participate should be useful in establishing a positive climate for discussions.

Providing a voice will involve the development and ongoing shaping of a structure for the PDS, one which includes not only equitable representation of component groups in governance, but also systematic opportunities for each individual faculty member to enter into collegial discussions of practice and progress.

- A format for structured dialogue between interested faculty members from both the University and local schools should be established in the form of workshops, through Intermediate School Districts. An introductory session could focus on a presentation explaining the PDS concept. Additional workshops can focused on mutually interesting topics of major educational interest. Through such meetings, the interest of local administrators and teachers can be both fostered and assessed. Such meetings can thus provide information useful in the eventual identification of PDS locations. Attendance should be optional and an effort should be made to free teachers from professional obligations so that they can attend; for example, participating schools might arrange for an assembly at the end of the day, staffed in part by administrators and substitute teachers, so that other teachers could leave early to attend the meeting.

- Both the pursuit of learning for learning's sake, and a desire to improve education for current and future students will be motivating factors for members of both faculties to participate in the PDS effort. However, it is not reasonable to presume that participation can be based on altruism alone. Inasmuch as teachers typically need continuing education units to maintain and enhance status and certification, workshops may be structured, through the ISD, to provide such credits for the teachers who participate.

An early topic for workshops when these are focused directly on PDS development should be the perceptions of potential participants about the advantages and disadvantages of the endeavor. Such conversations will, of course, need to be structured so that no one is led to believe that wishes expressed will be wishes fulfilled. However, this should be a time for very careful listening by all parties. It is possible, indeed it is likely, that people's ideas of what constitutes a perquisite will differ; for example, some faculty members might regard it as an advantage of participating in the PDS process if there were a series of Saturday get-togethers; others might be deterred from participating if this were a requirement. Through thoughtful planning it should be possible to arrange for multiple forms of participation which would appeal to a variety of people.

- The Oakes model of Access, Press and Professional Teaching Conditions should be considered in planning the PDS program. A copy of this article is attached, as Appendix I.

NEEDS ASSESSMENT AND IDENTIFICATION OF TOPICS

It is clear from reports in the professional literature and from our own observation that a major element in educational research – teacher involvement – has been lacking in the past, and that this lack has seriously diminished the usefulness of university-based research.

"Neither interpretive nor process-product classroom research has foregrounded the teacher's role in the generation of knowledge about teaching. What is missing from the knowledge base for teaching, therefore, are the voices of the teachers themselves, the questions teachers ask, the ways teachers use writing and intentional talk in their work lives, and the interpretive frames teachers use to understand and improve their own classroom practices. Limiting the official knowledge base for teaching to what academics have chosen to study and write about has contributed to a number of problems, including

discontinuity between what is taught in universities and what is taught in classrooms, teachers' ambivalence about the claims of academic research, and a general lack of information about classroom life..." (Smith and Lytle, 1990.)

In approaching the development of a PDS university faculty need to see themselves as teachers as well as teacher educators, whose own practices will be affected in this mutual learning process. Conversely, teachers in the schools involved in this collaboration need to see themselves as effective partners in research. We are fortunate in approaching the development of this kind of collaboration at a time when many university faculty and school teachers share common interests in major elements of theory-based practice. In a recent article on staff development, Richard W. Stratton and his colleagues (1990) have identified five major areas for collaborative educational inquiry: "Instructional Theory Into Practice (ITIP), thinking skills, cooperative learning, teaching styles and strategies, and reading and writing in the content areas." These are among the areas in which various members of the College of Education faculty have expertise – both theoretical and practical knowledge. Among faculty members in area schools there are also people with a strong knowledge base and interest in these topics. Other topics of shared expertise and strong current interest are teaching effectively in classrooms which include members of handicapped and at-risk groups, and the use of alternatives to ability grouping and tracking.

Recommendations:

- Faculty in the College of Education who are interested in PDS involvement should develop a series of proposals for topic-related inquiry through a PDS. These proposals should include statements of how such inquiry can be incorporated into undergraduate and graduate education programs.
- As identification of a PDS location progresses, faculty members at the school(s) should be involved in elaborating the proposals to insure that they are fully involved in the inquiry process, and that the proposed methods of inquiry have the effect of enhancing the school program for students at the school.

IDENTIFICATION OF PREFERRED FORMATS AND TIMELINES

A commentary published five years ago contains a vivid statement which advocates a balance between drive and caution in developing collaborative systems between school and university. Reading the statement today illustrates the importance of a continuing *drive* toward our goal:

> *"The theme of both reports [by the Holmes Group and the Carnegie Task Force] is that of cooperation – between labor and management, between schools and universities, and between the liberal arts and pedagogical components of professional teacher education programs. Yet we see evidence of inevitable confrontation each step of the way. The next five years may prove to be a turning point for the teaching profession and for American schools. The future depends on our individual and collective ability to go for the slow dime instead of the quick nickel."* (Wiggins, 1986; emphasis ours).

The implicit prediction that collaborative systems might be established too rapidly has not been borne out by events over the last five years. This 1986 passage may serve as a reminder for us, as we work together in the 1990's, that those involved in this effort should not be reluctant to move ahead. *The future depends on our individual and collective ability to act wisely and with expedition.*

TIME LINE 1991-1993

"Initially the College will engage in continuing dialogue and reflection with a local school system to establish a professional development school. We view the

1991-92 academic year as the time to engage in discussion with a local school system. The 1991-1992 academic year will be a year of planning that involves all significant partners with the intent to establish a professional development school by Fall 1992." (Task force memo, Carol Payne Smith)

FALL 1991   INFORMATIONAL PHASE

SEPTEMBER

- Review COE Task Force progress. Assign subcommittees to lead tasks deemed necessary within COE, e.g., departmental inservices, workshops at ISD.

Form communications committee to develop short (30 minute) informational package to be used at WMU, school districts, business organizations and parent advisory groups. (See recommendation in the task force paper prepared by Miller: "The Western Michigan College of Education needs, first, to create its own 'package.' a polished 30 minute presentation ")

Communications committee develops half day workshop sessions to be staged at ISD. These workshops have a twofold purpose: 1) They will provide additional information regarding potential roles and activities of PDS. 2) They will provide information and support

for individuals who wish to engage in directed dialogue which may lead to proposals supported by PDS structure. (COE faculty topics of interest may serve as a focus to initiate pairing of WMU and public school faculty.)
Note: KVISD as well as Calhoun ISD must be informed about potential workshops ASAP.

Form resource committee to investigate potential sources of funding. This group should be comprised of COE, WMU administrators, public school administrators and private and corporate leaders in the community. Membership from a member of the state and/or federal legislatures would be advantageous.

Identify potential members of a steering committee from COE (Task Force as well as others if necessary), public schools, businesses, and parent groups.
Note: This step does not constitute forming a committee - only developing a list of possible members for the eventual steering committee. However, these potential members should be invited to workshops and presentations.

- Present the informational package to the Dean's Search Committee.

OCTOBER

- Present the informational package to COE, affected departments within WMU, public school faculty, administrative councils in public schools and WMU, business organizations, parent groups, state and federal legislators, and community colleges. (Students often take courses at local community colleges before transferring to WMU. Collaboration with community college faculty could result in improved program integration.)

Note: Presentation to a specific school should not be construed as an invitation to serve as a PDS site.

- COE faculty should be encouraged to outline topics of interest which may serve as vehicles for collaboration in public schools.

NOVEMBER/DECEMBER

- Hold information workshop sessions at ISD sites. Session should be held at various times, e..g., Saturdays,; morning, afternoon and evening sessions in three hour blocks. Time should be allocated to allow potential collaborators to gather informally at some point within the workshop.

Note: The use of ISD's as sites for workshops serves a threefold purpose. 1) This defrays some of the initial cost incurred by the workshop meetings. (School districts *pay for substitutes so teachers can attend, and also pay a small fee, e.g., $10, to cover duplicating costs.) 2) The support of the public school districts which send teachers would be indicative of the support in that district for PDS collaboration. 3) The workshops could provide opportunities for teachers to earn continuing education units – an ongoing process in the maintenance of their certification status.*

WINTER 1992 RECRUITMENT/DEVELOPMENT PHASE

- Form steering committee based on the response to informational sessions and workshop participation.
Note: COE Task Force should be incorporated into this committee.

- Steering committee decides on the format to be used in WMU-sponsored PDS. (One site? Multiple sites throughout one district?) Plan pilot program at one site for Fall, 1992.

- Steering committee appoints sub-group to develop one-day workshops at ISD sites. The objective of these sessions is to plan proposals, collaboratively, among those individuals who will be participating in the Fall, 1992 pilot program.

- Steering committee appoints a subcommittee to examine and evaluate proposals for Fall, 1992. This group must interface with the resource group previous formed.

- Evaluate progress of resource group.

FEBRUARY/MARCH

- One day workshops at ISD sites using multiple formats as suggested above.

APRIL

- Submit all proposals to the evaluation subcommittee whose task is to decide which proposals will be directly supported by the PDS structure.

MAY

- Announce projects for Fall, 1992.

MAY/JUNE

- Steering committee and affected faculty plan implementation phase which will take place in Fall, 1992.

FALL, 1992 IMPLEMENTATION PHASE

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CRITERIA FOR INVOLVEMENT IN PROFESSIONAL DEVELOPMENT SCHOOLS

Developed for the College of Education
Task Force on School Collaboration

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The following report contains four major sections. First, some introductory statements describe collaboration as both a process and a product. Second, the basic assumptions I held as I developed the recommended criteria are listed and described. Next, in relation to the recommended criteria, each basic participant group is identified and individual criteria, with accompanying rationales, are listed. This is followed by a summary list of the criteria. A final section of the paper proposes a sequenced procedure for informing, soliciting and selecting among applicants.

According to a memo from MSU dated March 18, 1991 and titled Selecting the Partnership's School Partners, "The process of developing Professional Development Schools involves a complex collaboration of many different constituencies (schools, school districts, communities, and universities), all making many different but interelated commitments". At one level, then, collaboration is a process toward achieving a goal--a goal of increased effectiveness of K-12 public education and increased effectiveness of university teacher education programs. Although there are several different and conceptually valid definitions of collaboration each commonly emphasizes mutuality in the determination of 1) initial needs, 2) final outcomes, and 3) the steps necessary to bridge both needs and outcomes. People acquainted with the concept of collaboration appear to agree that collaboration is a process; in reality, the implementation of the "true process of collaboration" is a goal in and of itself. Thus the following recommendations are to be viewed as a listing of needs, outcomes, intermediate steps, etc., in terms of partnership criteria. However, taken in the true spirit of collaboration, they are to be viewed as starting points for collaborative discussions about future partnerships rather than solidified, and stultifying, criteria. To that end, the recommendations herein would need to be operationalized within the context of the Task Force report Professional Development Plan written by Berkey and Jacobson.

BASIC ASSUMPTIONS

The following basic assumptions structured my conceptualization and expression of the content of this report.

1. **WE WILL BE INVOLVED WITH A SCHOOL DISTRICT IN IMPLEMENTING A PROFESSIONAL DEVELOPMENT SCHOOL (PDS).**

   Although the PDS with which we are involved may not, indeed should not, look like any other PDS, it is helpful to use this terminology when referring to the actual collaborative program. One way I see the PDS as a distinct, and useful term, is its emphasis on preservice and inservice education at the university level. Other restructuring efforts of which I am aware seem not to stress that component.

2. **KALAMAZOO PUBLIC SCHOOLS WILL BE THE SCHOOL DISTRICT INVOLVED.**

   This eliminates a step in determining criteria for district involvement. If Battle Creek Public Schools is to be involved, again, there would not need to be criteria for district selection. These criteria may have to be developed in the future if a WMU PDS is to replicated in other districts. A good resource for determining criteria for school district participation is the March 18, 1991 memo on Selecting the Partnership's School Partners (see Appendix A).

3. **AN ELEMENTARY SCHOOL WILL BE THE FIRST LEVEL INVOLVED AT KPS.**

   Since we do not have the personnel to start a PDS at each of the three levels in schooling within KPS, it appears that we may as well start with the elementary level, the level for which most of our faculty are trained. Also, at the present time within KPS, middle schools are in the third year of their new programs and one of the two high schools will be involved in a collaborative, restructuring effort with a faculty member within the College.

4. FACULTY MEMBERS FROM WESTERN MICHIGAN UNIVERSITY WILL BE INVOLVED IN VARYING DEGREES, PROBABLY WITH LESS TIME COMMITTED PER INDIVIDUAL FACULTY MEMBER THAN AT MSU.

It would appear that, given the financial exigencies of WMU and the Provost's seeming reluctance to commit new dollars to this enterprise, we may have several faculty members working together in one school who may or may not receive released time for their activities. It is realized that, for MSU faculty, a half time university work load might only mean one or two courses to be taught over three ten-week quarters. For WMU, a half time work load, should even this option be a reality, might still entail a faculty member teaching four, five or six courses over two semesters. Thus, at WMU, there may be a smaller time commitment of individual faculty to a

PDS school. Therefore, in relation to MSU, there may need to be more faculty involved, each doing a small piece, to achieve the aggregate sum of time that appears to need to be spent by faculty on site at a PDS.

5. **BUSINESS/INDUSTRY/LABOR IN THE KALAMAZOO AREA WILL BE ACTIVELY ENCOURAGED TO BECOME INVOLVED IN A PDS SCHOOL.**

At the present time there is a precedent in KPS for active involvement in the schools by various business and industry concerns. Most notable has been the infusion of financial and personnel support for the Kalamazoo Area Math and Science Center (KAMSC) provided by Upjohn and the mentoring program between individual schools and representatives of Kalamzoo Rotary. This anticipated PDS participation could take the form of directly working with children in the classroom on academic skills; working with teachers either in the classroom as co-teachers or in providing expertise to develop curricular items and instructional activities related to career education and the "world of work"; providing mentoring relationships related to business activities; and/or providing organizational/

administrative/ managerial support for the principal. It would seem that, in this community, the active involvement of a representative or representatives of the business community would be a valuable asset to a WMU PDS.

6. COMMUNITY AGENCIES WITHIN KALAMAZOO COUNTY WILL BE ENCOURAGED TO PARTICIPATE IN THIS PROFESSIONAL COLLABORATION.

Like many urban school districts, Kalamazoo has a number of children who have active contact with a number of community agencies. Since the school experience of each child is but one portion of that child's existence, it is imperative that the representatives of community agencies with which children might be involved be participants in this process.

7. PARENTS OF CHILDREN IN THE PARTICIPATING SCHOOL WILL BE ENCOURAGED TO PARTICIPATE IN THIS UNDERTAKING.

Parents, undoubtably, are the single most important influence upon a child, positively or negatively. To that end, a true collaborative, restructured school program would depend upon representation by parents in all collaborative discussions and actions.

8. **A COHORT OF WMU STUDENTS IN TEACHER PREPARATION PROGRAMS, BUT NOT ALL, WILL BE INVOLVED IN A PROFESSIONAL DEVELOPMENT SCHOOL FOR THE MAJORITY, IF NOT ALL, OF THEIR PROFESSIONAL EDUCATION COURSE AND FIELD ACTIVITIES.**

The students who will participate in a professional development school will be receiving intensive, heavily supervised, child-oriented educational experiences with public school personnel and university faculty interacting as equals. It is hoped that these students will act as change agents in their future schools when they begin their professional teaching careers. Although MSU was able to commit an entire teacher preparation strand to a PDS, we have no similar educational structure in place. Therefore, we would want to have a representative sample of students working toward a degree in elementary education.

9. **ADVANCED GRADUATE STUDENTS IN PROGRAMS WITHIN THE COLLEGE OF EDUCATION SHOULD PARTICIPATE IN THE PROCESS OF DEVELOPING PROFESSIONAL COLLABORATIONS AND IN THE PROCESS OF IMPLEMENTING A PROFESSIONAL DEVELOPMENT SCHOOL.**

If the College of Education at Western Michigan University is committed to the concept of professional collaboration, in whatever form finally emerges, then we must allow our advanced graduate students to participate in a PDS. This would include those receiving graduate education in teaching, counseling, and administration. We should involve not only those who will be direct service providers in the public schools, but also those who will be involved at the university level in educating future practitioners. This experience in collaboration should become an integral portion of their advanced graduate education experience if we want to assure that our graduates are exposed to the most current trends in education.

10. AT THE BASIS OF ANY GOOD RELATIONSHIP IS A MATCH BETWEEN THE ENTITIES INVOLVED.

Like pornography, collaboration cannot be easily defined, but it can be easily recognized when seen. We need to look for a "spark" , or a good feeling, among schools, businesses and faculty. At the basis of a good and beneficial collaborative relationship is "chemistry", that undefinable match between and among people that makes for mutual respect and concern. The degree to which we can find this "goodness of fit" is the degree to which a positive and viable collaborative effort can be established.

11. THE RESULTING PROFESSIONAL DEVELOPMENT SCHOOL WILL NOT RESEMBLE ANY PUBLIC SCHOOL ENTITY THAT WAS IN EXISTENCE BEFORE. NOR WILL IT RESEMBLE ANY OTHER PROFESSIONAL DEVELOPMENT SCHOOL NOW IN EXISTENCE, PREVIOUSLY IN EXISTENCE OR ANTICIPATED TO BE IN EXISTENCE.

The public school program will change, the university's teacher preparation program and its faculty members' perceptions of teacher preparation and public schools' work will change, and business/industry/labor's prior perceptions of and interactions with public school programs will change.

RECOMMENDATIONS FOR CRITERIA

SCHOOLS: The following criteria are recommended to select finalists from among applicants :

1. CRITERION: History of prior interactions with College of Education professional preparation programs in the form of:
    a. having had practicum students

b. having had student teachers

c. having worked with faculty members doing research in the public schools.

RATIONALE: MSU stresses that a PDS has the best chance for success if prior relationships between university and school have been established and viewed positively. Thus the slogan "go with our friends".

2. CRITERION: Ability to provide physical space and educational materials for university students and faculty.

RATIONALE: At a logistical level, if a group of 20-40 different WMU students will be in a PDS for participation and possibly have courses taught at the school, space needs to be provided for meetings. In addition, faculty need a secured place and a desk from which they can work while at the school. Also, educational materials, in the form of textbooks, need to be provided to those students and faculty actively engaged in classroom teaching. There is nothing more frustrating than trying to review textbook content when many people have to share one book.

3. CRITERION: Willingness to provide release time for staff to participate in PDS activities.

RATIONALE: The initiation and implementation of the collaborative process is a time-consuming process. Because each PDS is unique in terms of needs, outcomes and personalities involved, indeed each must reinvent the wheel. To work collaboratively involves time, the time needed to listen to other peoples opinions with respect and the time to arrive at consensus. Included too is time for inservice on whatever topics are identified. There must be an understanding that a PDS will not be a "quick fix" but may take years for measurable, quantitative outcomes to occur.

4. CRITERION: Evidence of a commitment by the school's parent organization to be involved for the duration of the collaborative process.

RATIONALE: Parent participation is necessary for at least two reasons. First, parents have been and continue to be an active, ancillary force in running schools. Whether they are providing direct, tutorial services to students or running bake sales to raise money for school trips, their participation is necessary for schools to exist. Second, if parents aren't aware of and supportive of the numbers of new people who will be in their children's classes, there will be complaints to school personnel.

5. CRITERION: Delineation of past discussions and/or innovative activities related to educational improvement, over and above those required by law and/or the school district.

RATIONALE: One would hope to eliminate those schools that are interested in participating merely because they see the extra personnel as a bonus or because they want help in implementing their school improvement plans. Schools which have been interested in educational improvement prior to this opportunity might show more of a commitment to the PDS collaborative process.

6. CRITERION: Enthusiasm for the concept.

RATIONALE: Enthusiastic people tend to be more highly committed to a concept and more able to stay with it when difficulties arise.

7. CRITERION: Commitment to the concept that all children can learn, with evidence of prior activities to substantiate that commitment.

RATIONALE: One of the basic premises of a PDS is a commitment to good teaching and the concept that all children can learn. Schools and personnel that work on a "normal curve" mentality with its commitment to an "acceptable" number of failures would violate a basic concept of the PDS.

8. CRITERION: Willingness to accept role changes.

RATIONALE: Restructuring involves, at a minimum, a change in how things have been done in the past. Therefore, schools interested in becoming a PDS must understand that long-held and -revered role distinctions will crumble; teachers, administrators, teacher educators, parents, businesspersons, university students, public school students, community agency representatives, etc. will find their roles changed, overlapped and different from what they presently (pre-collaboration) are.

FACULTY: The following criteria are recommended to select finalists from among applicants:

1. CRITERION: History of prior interactions with public/private school programs.

   RATIONALE: As it is important for WMU to "go with our friends" it is just as important for public schools to "go with their friends". In relation to prior history of interactions, we would like to choose from among those faculty who have already developed strong, positive relationships with the schools.

2. CRITERION: History of self-initiated professional development activities.

   RATIONALE: Since no one can predict the particular directions a PDS will take, nor the particular skills and knowledge that faculty members might be called upon to use, we need to know that faculty interested in these positions are self-starters and able to work under a minimum of direction.

3. CRITERION: Demonstrated skills in leadership, particularly leadership for change.

   RATIONALE: Although the collaborative process implies a mutuality of respect and concern among participants, it does not negate the fact that individual people possess different strengths to different degrees. It would be helpful to assure that at least one member in the PDS collaborative process possesses skills in providing leadership for change.

4. CRITERION: Evidence of personal skills amenable to the collaborative process such as good listening skills, genuine respect for others' opinions, flexibility in thought and actions, and a sense of humor.

RATIONALE: Since this will involve a collaborative effort and entail major time commitments, faculty need to be exceptionally skilled in working with others. A sense of humor is essential when working in uncharted waters.

5. CRITERION: Commitment to the need for change from the educational preparation system in which we are currently engaged at WMU.

RATIONALE: It would be antithetical to the purpose of school restructuring to have faculty members participating in the process who wish to preserve the status quo of the university's teacher preparation program.

6. CRITERION: Respect for the work done in the public schools and the contributions that public school practitioners can and should make toward the ongoing educational preparation programs at the university.

RATIONALE: Faculty who evidence the belief that public school teachers are not able to provide valuable input into the teacher preparation program at the University would sabotage an important aspect of PDS work.

7. CRITERION: Willingness to accept changes in roles and responsibilities and an understanding that roles of all participants will change, overlap and in general become murky.

RATIONALE: Faculty who need to have clearly defined roles to play and who need others to play clearly articulated roles, with no overlap at the edges, will be ineffective and frustrated in a collaborative enterprise.

8. CRITERION: Demonstration of risk-taking behavior.

RATIONALE: University faculty, especially tenured faculty, do not have to take risks. Thus some may have become unwilling or unable to experience risk-taking behaviors. Commitment to school collaboration could include facing a class of young children, interacting in new ways with students and former students, changing course structure and content, "throwing away the textbook", "throwing away the lecture notes" These are all big risks.

WMU STUDENTS: The following criteria are recommended to select finalists from among applicants:

1. CRITERION: Participation in this program should be by student choice.

RATIONALE: Since all participants, public school, faculty, etc. will be charting known waters, it would make the tasks inherent in establishing a PDS a bit easier if the students involved were all there by choice, not coercion.

2. CRITERION: Evidence of flexibility, sense of humor, risk-taking behavior, capacity for independent learning.

RATIONALE: Since the guidelines under which people will initially be working may be unclear, undeveloped, and constantly changing, students need to be flexible, roll with the punches, and not complain when directions are in a state of flux. This is important since there are a number of students who would feel very uncomfortable in this situation.

3. CRITERION: Sample should be balanced, in light of above criteria, in terms of age, sex, and race.

RATIONALE: It would help us to generalize the results of the effectiveness of this type of teacher preparation program if the sample were a heterogeneous one.

BUSINESS/INDUSTRY/LABOR: The following criteria are recommended to select finalists from among applicants.

1. Management should:
    a. CRITERION: Be willing to commit personnel to spending time working with a school.

    RATIONALE: If a businessperson cannot make a commitment to participate in school collaborative activities during the working day, then he/she will never become an active participant in the collaborative process.

b. CRITERION: Have developed an educational statement delineating their views on the purpose of education, the roles of classroom teachers in that process, and the roles of universities in that process.

RATIONALE: In effect, this would allow us to see if management is committed to collaboration, since the "win-win" concept is usually not a modus operandi for business/ industry/ labor.

2. Person or persons to be directly involved in the project should:

   a. CRITERION: Evidence personal skills amenable to the collaborative process such as good listening skills, genuine respect for others' opinions, flexibility in thought and actions, and a sense of humor.

   RATIONALE: It always helps to have people involved in the collaborative process who genuinely like and respect other people. More gets accomplished.

b. CRITERION: Be willing to accept changes in roles and responsibilities and an understanding that roles of all participants will change, overlap and in general become murky.

RATIONALE: University faculty and school personnel are used to being professionally involved in K-12 education: businesspersons are not. Business participants need to understand that their unique viewpoints on education will be solicited and considered.

COMMUNITY AGENCIES: The following criteria should be used to select among applicants from community agencies:

1. The agency should provide

a. CRITERION: A statement of its willingness and ability to provide some release time for an agency worker to participate on an on-going basis with the school.

RATIONALE: Unless the participant is able to attend meetings and become an active team member, their participation will not be truly collaborative.

2. The prospective agency participant should:

   a. CRITERION: Evidence personal skills amenable to the collaborative process such as good listening skills, genuine respect for others' opinions, flexibility in thought and actions, and a sense of humor.

   RATIONALE: We need good people to work with other good people.

   b. CRITERION: Be willing to accept changes in roles and responsibilities and an understanding that roles of all participants will change, overlap and in general become murky.

   RATIONALE: Agency personnel need to see themselves as a part of the educational process rather than separate from it if we are to deal with the major problems confronting school children today.

In summary, the following is a list of suggested criteria for those wishing to participate in a WMU PDS:

SCHOOLS: The following criteria are recommended to select finalists from among applicants :

1. CRITERION: History of prior interactions with College of Education professional preparation programs in the form of:
    a. having had practicum students
    b. having had student teachers
    c. having worked with faculty members doing research in the public schools.
2. CRITERION: Ability to provide physical space and educational materials for university students and faculty.
3. CRITERION: Willingness to provide release time for staff to participate in PDS activities.
4. CRITERION: Evidence of a commitment by the school's parent organization to be involved for the duration of the collaborative process.
5. CRITERION: Delineation of past discussions and/or innovative activities related to educational improvement, over and above those required by law and/or the school district.

6. CRITERION: Enthusiasm for the concept.

7. CRITERION: Commitment to the concept that all children can learn, with evidence of prior activities to substantiate that commitment.

8. CRITERION: Willingness to accept role changes.

FACULTY: The following criteria are recommended to select finalists from among applicants:

1. CRITERION: History of prior interactions with public/private school programs.

2. CRITERION: History of self-initiated professional development activities.

3. CRITERION: Demonstrated skills in leadership, particularly leadership for change.

4. CRITERION: Evidence of personal skills amenable to the collaborative process such as good listening skills, genuine respect for others' opinions, flexibility in thought and actions, and a sense of humor.

5. CRITERION: Commitment to the need for change from the educational preparation system in which we are currently engaged at WMU.

6. CRITERION: Respect for the work done in the public schools and the contributions that public school practitioners can and should make

toward the ongoing educational preparation programs at the university.

7. CRITERION: Willingness to accept changes in roles and responsibilities and an understanding that roles of all participants will change, overlap and in general become murky.

8. CRITERION: Demonstration of risk-taking behavior.

WMU STUDENTS: The following criteria are recommended to select finalists from among applicants:

1. CRITERION: Participation in this program should be by student choice.

2. CRITERION: Evidence of flexibility, sense of humor, risk-taking behavior, capacity for independent learning.

3. CRITERION: Sample should be balanced, in light of above criteria, in terms of age, sex, and race.

BUSINESS/INDUSTRY/LABOR: The following criteria are recommended to select finalists from among applicants.

1. Management should:
   a. CRITERION: Be willing to commit personnel to spending time working with a school.

b. CRITERION: Have developed an educational statement delineating their views on the purpose of education, the roles of classroom teachers in that process, and the roles of universities in that process.

2. Person or persons to be directly involved in the project should:

   a. CRITERION: Evidence personal skills amenable to the collaborative process such as good listening skills, genuine respect for others' opinions, flexibility in thought and actions, and a sense of humor.

   b. CRITERION: Be willing to accept changes in roles and responsibilities and an understanding that roles of all participants will change, overlap and in general become murky.

COMMUNITY AGENCIES: The following criteria should be used to select among applicants from community agencies:

1. The agency should provide:
    a. CRITERION: A statement of its willingness and ability to provide some release time for an agency worker to participate on an on-going basis with the school.

2. The prospective agency participant should:
    a. CRITERION: Evidence personal skills amenable to the collaborative process such as good listening skills, genuine respect for others' opinions, flexibility in thought and actions, and a sense of humor.
    b. CRITERION: Be willing to accept changes in roles and responsibilities and an understanding that roles of all participants will change, overlap and in general become murky.

PROCEDURES

1. First, a general informational meeting needs to be scheduled to which possible participant groups are invited. Prospective invitees would be representatives from: public schools, including

parents, teachers, other educational personnel, principals; the business/ industry/labor sector and from community agencies; the university, including College of Education faculty and interested faculties from other Colleges such as Health and Human Services (especially speech pathology) and Arts and Science.

2. Second, participant-specific meetings need to be held for interested subgroups such as principals, parents, faculty members, etc. to explain the special activities/roles/expectations for members of a specific group. At this point, incoming freshman education majors would be told of the opportunity to participate in this program. They would also be required to apply for acceptance in the program, but their applications would be screened by a committee within the College at the end of their freshman year. To begin with, this would be the only entry point; student who drop out would not be replaced. In the future, we may want to reconsider this entry point.

3. Third, formal applications would be accepted and screened for adherence (with room for leeway) to above-mentioned criteria.

4. Fourth, meetings would be arranged among interested parties. Thus each potential faculty participant would meet with representatives from each potential school and each potential business and community agency participant. These meetings would be led by a group facilitator, someone who would not be a participant in the eventual professional development school. This person would lend continuity to the meetings and allow for each potential participant to not have to fall into the role of "leader" at this stage.

5. Fifth, participants in step four would indicate their preferences for partners, or their wish to proceed no further and final commitments would be made.

6. Sixth, all interested parties not actually participating in a PDS, even those who did not meet the initial selection criteria in step 3, would be referred for matching under the type of collaborative enterprise envisioned by Crowell and Jenlink in their paper Essential Structural Elements to Be Developed to Enhance Collaboration.

In conclusion, this report contains recommended criteria for selecting among interested participants in a PDS in the Kalamazoo School District. Should we choose to participate with another school district(s) or should we choose to engage with schools in ways other then a PDS, I still believe the criteria suggested would be valid for any collaborative enterprise. Again, it is hoped that these criteria serve as suggestions, and not be cast in stone.

EVALUATION OF THE PROFESSIONAL DEVELOPMENT SCHOOL EFFORT

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College of Education
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This evaluation plan is submitted to the College of Education's (COE) Task Force on School Collaboration. The charge from the Task Force was to develop and present an evaluation plan for university/local district partnership schools[1]. This evaluation plan is presented in terms of --focusing questions for the evaluation (see Table 1).

TABLE 1

Focusing Questions for the Evaluation

1. What is the status of the partnership schools effort?
2. What guidelines, principles, etc. will shape the development and implementation of the partnership school(s)?
3. What issues and conclusions are presented in the literature on partnership schools?
4. Why evaluate the partnership school(s)?
5. What evaluation approach is most appropriate?
6. What questions should the evaluation address?
7. What resources are needed to conduct the evaluation?

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[1] An attempt has been made throughout this document to consistently use the term, partnership school(s). Some other relevant documents use the term, professional development school(s). When they are quoted, that term has been used. For the general purposes of this plan, both terms are assumed to have the same meaning.

These questions are addressed in separate sections below. They cover the background information, issues, and approach upon which it is proposed that the actual evaluation be based. They are intended to provide a focus for detailed planning in the future.

At present a specific implementation plan for a COE/local district partnership school does not exist. While developing the evaluation plan at this time signifies a proactive commitment to the evaluation of any partnership school efforts, it also has the disadvantage of being more general than specific. Moreover, the plan is being written by an evaluator who will not necessarily be involved in the actual evaluation. At a time closer to the implementation of a partnership school and its evaluation, this information should be (a) examined to determine its accuracy and applicability, (b) modified to reflect current circumstances, and (c) developed in further detail sensitive to the individuals and organizational contexts involved.

1. What is the status of the partnership school(s) effort?

The Michigan Partnership for New Education (MPNE) has identified four stages through which any partnership school project progresses:

1. initiation/exploration: the phase in which PDS participants get to know each other, establish

working relationships, educate each other, and agree on how to define the problems they are up against;

2. design: the phase in which PDS participants develop initial approaches and theories about the problems they have defined;

3. pilot: the phase in which PDS participants try out the approaches they have designed and assess and revise the approaches (as well as the theories on which they are based); and

4. stabilization/refinement: the phase in which PDS participants use the capacity they have built and engage in continuous refinement over long periods of time. (College of Education, Michigan State University, 1990, p. 8)

At the present time the COE's efforts are clearly in the initiation/exploration phase. The COE's Administrative Council position statement on partnership schools (endorsed by the COE Task Force on School Collaboration) states that in the 1991-92 academic year the COE will engage in discussion and planning with all significant partners of a local school system with the intent to establish a least one partnership school site by Fall 1992.

Discussions are currently being held among individuals from WMU, MSU, the Battle Creek Public Schools, and the Kalamazoo Public Schools which suggest an even earlier implementation. It is anticipated that one partnership school site will be established with Kalamazoo Public Schools in late fall, 1991; and another partnership school site will be established with Battle Creek Public Schools and Michigan State University by winter, 1992.

2. **What guidelines, principles, etc. will shape the development and implementation of the partnership school(s)?**

Details about the activities, personnel, and resources for a WMU/local district partnership school are currently being considered. Available information likely to shape the character of a WMU/local district partnership school includes (a) the basic principals for partnership schools identified by the Holmes Group, (b) criteria for partnership schools identified by the Michigan Partnership for New Education (MPNE), (c) the COE Administrative Council position statement on professional development schools, and (d) a COE draft paper on a vision and strategy for implementing a partnership school.

Holmes Group Principles for Partnership Schools

The overall design and concept for partnerships schools in Michigan has been developed by the Holmes Group. They identified the following six principles for how a professional development school should organize itself (Holmes Group, 1990):

1. Lasting learning--the kind that allows students to go on learning for a lifetime--is what we call teaching for understanding.
2. Such learning will take place only in schools and classrooms that work as communities of learning.

3. Against the grain of an unequal society, to make teaching and learning for understanding available for everybody's children.

4. In this school adults--teachers, teacher educators, and administrators--are expected to go on learning, too.

5. Make reflection and inquiry a central feature of the school and a visible, well-organized presence in the school district.

6. The school's management, leadership, and faculty--including colleagues from the university--work together to invent a new organizational structure in line with the school's new purposes and principles about teaching and learning.

MPNE Criteria for Partnership Schools

Further, the Michigan Partnership for New Education (MPNE) has identified 20 partnership schools criteria in three areas--institutional commitments, location and capacity, and shared understandings (Michigan Partnership for New Education, 1991):

I. Institutional Commitments to:

   A. Long-term, sustained, and systematic process of change.

   B. Implementing a collaborative research and development agenda.

   C. Using new, research-based ideas to improve instruction and learning.

   D. Formal collaboration with private and public agencies and individuals (e.g., business, social, and community services, juvenile court officers).

   E. Participation of staff in school decision-making.

F. Support the partnership with time, space, and materials.

G. Multicultural perspectives in instruction and curriculum.

H. Participation in demonstration and dissemination activities.

I. Active parent involvement.

J. Participation in Partnership activities (e.g., Leadership Academy).

K. A memorandum of agreement to formally bind the university and the school in a shared, long-term partnership.

II. Location and Capacity

A. Cultural and socio-economic diversity within the school and community.

B. Assignment by a university of a least the equivalent of two full-time faculty to work in the school.

C. Potential for clinical experiences for at least five teacher interns.

D. Financial support needed to participate, and/or commitment to help secure the financial resources from community, business, foundation, or other sources.

E. Potential for a cluster of 3-4 Partnership Schools to span elementary, middle, and secondary schools.

III. Shared Understandings

A. Community, school and university collaboration is central to educational improvement.

B. Learning for understanding and higher order skill development (e.g., application of knowledge to analyze and solve problems, evaluate or synthesize) for all children is the goal.

C. The Partnership will require flexibility and risk-taking behavior.

D. A shared research agenda will be developed and implemented.

COE Administrative Council Position Statement

The following excerpt is from the position statement on professional development schools adopted by the COE's Administrative Council:

> The professional development schools developed by Western Michigan University will reflect our own unique situation, however they will conform to the general framework for establishing professional development schools as established by the Michigan Partnership for New Education. Professional development schools are defined as regular, middle, or high schools that work in partnership with a university to develop and demonstrate:
>
> 1. improved learning programs for diverse students
> 2. improved initial preparation and continuing professional development for teachers, counselors, and administrators
> 3. new understandings and professional responsibilities for experienced educators
> 4. research projects that add to all educators' knowledge about how to make schools more productive
> 5. teaching for understanding so that students learn for a lifetime
> 6. new organizational structures for K-12 schools and for the College of Education. (p. 1)

COE Draft Paper on Vision and Strategies

Potential problems that could emerge in the formation of partnership schools have been identified in a draft COE paper on vision and strategy for implementing a partnership school (College of Education, Western Michigan University, 1991, January). They are as follows:

1. Objection to the idea of "experimenting" on students. The concepts and guidelines for responsible innovation must be developed, and school board/parental choice must be honored.
2. University reward systems which do not recognize the contributions faculty would make to partnership schools.
3. School rules and regulations which will interfere with new directions of the partnership school.
4. Increased effort to recruit and prepare faculty able and willing to participate.
5. University and local district personnel unaccustomed to and unskilled in the conducting collaborative research and development activities.
6. Increased time and financial resources needed to conduct collaborative inquiry and program development at a time when university and school staff sizes and resources are limited.
7. The challenge of studying and implementing innovations in a setting which must at the same time successfully educate students.
8. Complicated negotiations with school boards and unions for teacher compensation and different approaches to differentiated staffing.
9. Increased cost of educator preparation for universities, an education process as difficult and costly as producing medical professionals.

3. **What issues and conclusions are presented in the literature on partnership schools?**

The literature on school-university collaboration and partnership schools is extensive (see Appendix A for a bibliography). At least two aspects of this ongoing conversation are particularly relevant to any evaluation efforts: one concerns the nature of school and university cultures, the other identifies characteristics of successful partnerships.

Critical differences exist between the workplace cultures of the school and university. Brookhart and Loadman (1990, cited by Podeschi, 1991, p. 20) describe the differences as follows:

1. Whereas schools are concerned with matters of practical application, universities value seeing ideas in relationship to other ideas, and in expanding thought; and
2. Professors have more autonomy than teachers, and activities in the university setting are more controlled by the individual than the institution.

Podeschi (1991), a university faculty member, summarizes five years of experience in a partnership school this way:

> In looking back, my attempt to integrate these two cultures together had positive results for teacher education students in studying ideas in real contexts; when the cultures conflicted rather than integrated, negative consequences resulted....What we need is not assimilation, where a culture is surrendered. Nor should we realistically expect a melting pot, where cultures are melted together. What we should work for is a pluralism of cultures, one in which tensions and dilemmas are continually mediated. (p. 20)

Van de Water (1989; cited by Gomez et al, 1990) illuminates specific areas in which these two cultures must be mediated. His summarization of the characteristics of successful partnership schools cited in the literature are as follows:

1. Mutual self-interest and common goals,
2. Mutual trust and respect,
3. Shared decision-making,
4. Clear focus,
5. Manageable agenda,
6. Commitment from top leadership,
7. Fiscal support,
8. Long-term commitment,
9. Dynamic nature,
10. Information sharing.

4. Why evaluate the partnership school(s)?

At least four aspects of partnership schools themselves support the notion that they should be evaluated. First, reflection and inquiry for adults are assumed to be central features of any partnership school, as reflected in two of the six principles for professional development schools promoted by the Holmes Group (1990).

> In this school adults--teachers, teacher educators, and administrators--are expected to go on learning, too.
>
> Reflection and inquiry are a central feature of the Professional Development School and a visible, well organized presence in the school district.

Second, the improvements which partnership schools are designed to make--better teaching and learning in our schools--can only be achieved through sustained, long-term commitments to change by universities, school districts, schools, and the community. The effort for all parties constitutes an evolving experience which will continue to change and develop.

Third, the reason for collaboration is to achieve an outcome no single party could have forged alone. With partnership schools the number of organizations and individuals participating increases dramatically as does the demand for accountability to and communication with each other. A systematic, adequately supported means for this communication and accountability is needed.

Fourth, as discussed in Question 3 above, partnership schools call for two different workplace cultures to come together in a unified effort with a shared philosophy for organizational change and school improvement. This interaction must be mediated. A draft COE paper on vision and strategy for implementing a partnership school (College of Education, Western Michigan University, 1991) makes the point well:

> The formation of PDSs will require skills and a disposition to address policy and implementation issues as they emerge. Many questions will be answered only by experience. Starting PDSs is not only a design process, it is also a negotiation

> process. It is a back-and-forth dialogue between people and universities and people in school districts; and between principles and actions. What is called for is an exercise in mutuality where there is a climate that addresses differences as they arise, and a desire to arrive at solutions in spite of the obstacles that may present themselves.

Existing partnership schools in Michigan are already being evaluated through extensive documentation efforts. The following excerpt from the 1990-91 plan for partnership schools at seven sites in Michigan further explains this effort:

> As in the past, the main thrust of the 1990-91 evaluation component will be to document for each PDS site its evolution of goals, activities, accomplishments, problems, and coping strategies for dealing with the tensions of change. The documentation will continue to use a combination of methods (observation, in-depth interviewing, document collection) for gathering information both on what happens in each site and on how participants view their progress and problems in pursuing PDS goals. It is the overall purpose of these data gathering activities to be able to compare and contrast across sites what is involved in developing PDSs, for internal uses as the development processes proceed as well as for disseminating lessons learned for the benefit of others who are or will be trying similar things. (College of Education, Michigan State University, 1990, p. 132)

While these efforts are currently in place and are likely to be part of any partnership school co-sponsored by the COE, without further articulation and development, documentation alone is unlikely to serve all the evaluation purposes at any one site, particularly for ongoing program change and improvement. For instance, at present it is not clear to what extent these data are being analyzed and used for this purpose.

Finally, the position statement on professional development schools adopted by the COE's Administrative Council makes a clear commitment to the evaluation of this effort:

> The College of Education will actively pursue formal evaluation of its professional development school. Such efforts will include ongoing formative evaluation to permit needed modifications to be made and annual summative evaluations to provide information to make decisions regarding the nature, scope, and continued viability of the professional development school concept. (p. 2)

5. **What evaluation approach is most appropriate?**

The evaluation approach used should follow accepted guidelines for good evaluation practice (e.g, Standards for Evaluation of Educational Programs, Projects, and Materials, Joint Committee, 1981). In particular the evaluation of partnership schools should emphasize these features:

1. Responsiveness to stakeholding groups,
2. Issues and meaning orientation,
3. Formative, ongoing use of evaluation findings, and
4. Qualitative and quantitative methods addressing processes and outcomes.

Responsiveness to Stakeholding Groups

The recommended approach takes a responsive perspective, based upon the claims, concerns, and issues about the partnership school identified by stakeholding groups (Guba & Lincoln, 1981, 1989; Stake, 1980).

Stakeholders are persons or groups put at risk by the partnership school and its evaluation. That is, stakeholders include both participants and non-participants from both institutions, the local district and the university. Specifically, they include (a) agents, persons involved in producing, using, and implementing the partnership school; (b) beneficiaries, persons who profit in some way from implementation of the partnership school; and (c) victims, persons who are negatively affected by implementation of the partnership school (Guba & Lincoln, 1981). Several examples of how stakeholding groups are put at risk by the partnership school and its evaluation are:

1. partnership school participants are put at risk by the possibility of failure of the partnership school (agents and beneficiaries)
2. Non-partnership school participants are put at risk by being excluded from participation (victims)
3. Non-partnership school participants are put at risk by possible negative side effects of the partnership school such as a reallocation of resources away from programs they benefit from in order to support the partnership school (victims)

Table 2 below provides an initial list of stakeholding groups in the local district, university, and community. In the beginning discussions with members of each group, other additional stakeholding groups are likely to be identified.

Issues and Meaning Orientation

The goal of this evaluation effort should be to represent with fairness and sensitivity varying issues and multiple perspectives in an effort to promote empathetic and responsible decision making for change and improvement. Toward this end the evaluator raises issues and illuminates perspectives on questions of primary interest to the stakeholding groups (Torres, 1991).

The success of this collaborative effort is dependent upon negotiation and mediation among the various parties involved. This negotiation and mediation is reflected in the perceptions of all involved. The evaluation effort should focus on the meaning of the endeavor for participants and non-participants from all stakeholding groups.

Formative, Ongoing Use of Evaluation Findings

The focus of this evaluation should be on mediation, discussion, and formative, ongoing use of information for evolution, change, and improvement. In other words, it should facilitate a natural movement toward achievement of the partnership schools' goals--better teaching and learning.

Partnership schools in particular hold promise for effective use of evaluation in this way. The trust, rapport, and shared understanding of mutual goals seen in successful partnership schools are also necessary for receptivity and use of ongoing feedback.

Table 2
Initial List of Stakeholding Groups

Local District

On-Site PS* Participants	On-Site PS Non-participants	Off-Site PS Participants	Off-Site PS Non-Participant
Students	Students	District Admin.	District Admin. Non-PSs
Teacher Candidates	Teacher Candidates	Board Members	
Tenured Teachers	Tenured Teachers	Superintendent	
Teacher Aides / Subs	Teacher Aides / Subs	KEA Representative	
Sch. Administrators	Sch. Administrators		
Adminr. Interns	Adminr. Interns		
Counselors	Counselors		
Counselor Interns	Counselor Interns		
Parents	Parents		

*PS = Partnership

University

On-Site PS Participants	Off-Site PS Participants	Off-Site Non-Participants
Teacher Educators	Administrators	Administrators
Counselor Educators		Teacher Educators
Administrator Edrs.		Counselor Educators
		Administrator Educators
		Teacher Candidates
		Counselor Interns
		Administrator Interns
		Other University Students

Community

On-Site PS Participants	Off-Site PS Participants
Local Business	Local Businesses
Community Services	Community Services

Qualitative and Quantitative Methods Addressing Processes and Outcomes

In order to reflect issues and meaning, and promote discussion the evaluation should rely heavily on the qualitative methods already being used in the documentation efforts of existing partnership schools in Michigan (i.e., interviews, observation, document analysis).

However, "the methodological considerations...for all evaluation efforts are relative. The methodology must fit the situation....Sensitivity to ways of knowing that are familiar to the evaluation audiences is important" (Torres, 1991, p. 194). Many individuals and organizations are oriented to traditional quantitative evaluation measures which promise some proof of effectiveness.

Such measures are particularly important for documenting target group (students, teachers, parents, teacher candidates, etc.) outcomes of individual projects within the partnership school. For example, quantitative measures can be designed around the following question: Given that the activities in question are implemented, what change do you expect in the target group's knowledge, skill, behavior, or attitude? Put another way, what do you expect the target group to be or do differently as a result of this activity or program. Appropriate instrumentation can be developed or obtained to measure the changes identified by these kinds of questions. Thus, the change measured is specifically tied to the project being implemented, not (unless specifically appropriate) to longer-term and farther-reaching outcomes such as student test scores. The outcomes actually measured can then be incorporated into ongoing discussion about the workings of the project. And, within that discussion appropriate interpretation and modification of the measures can be made.

6. What questions should the evaluation address?

The questions addressed by the evaluation should be determined by the claims, concerns, and issues of the stakeholding groups. Thus, the evaluation design begins in detail at the same time that the evaluation begins as stakeholding groups are identified and interviewed, and their perspectives illuminated. Some questions likely to emerge are:

1. To what extent is there a shared understanding among stakeholders about the meaning and purpose of the partnership school?
2. To what extent is the partnership school effort reflective of the principles upon which it is based (i.e., the six principles identified by the

Holmes Group)?

3. How has the school climate changed?
4. How have teachers roles changed?
5. What is the impact of individual partnership school projects?
6. Has student learning improved?

Once an initial set of evaluation questions have been identified and agreed upon, appropriate data collection, analysis, and reporting activities can be designed. The reporting plan should be designed to serve two purposes: (a) to facilitate the ongoing use of feedback about the partnership school to make changes in its implementation for improved effectiveness, and (b) to report periodically and formally about partnership school progress and outcomes to funding bodies and other stakeholding groups.

7. What resources are needed to conduct the evaluation?

Once a detailed and comprehensive evaluation plan is established, those responsible for commissioning and implementing the evaluation can determine an appropriate level of support for the evaluation and to select from an array of evaluation activities. At this point, however, consideration should be given for the following ways in which the evaluation might be supported and implemented:

1. In conjunction with the role of the partnership school documenter,

2. Through the use of interns and graduate students,

3. With the overall facilitation and coordination by an evaluator assigned at least one-half time,

4. As part of ongoing school improvement efforts which already require evaluation activities.

Few evaluation endeavors have sufficient support to be as comprehensive as most evaluation audiences would like. Studied consideration should be given to the use of various personnel to contribute to an overall systematic and coordinated evaluation effort. As suggested above some relevant evaluation activities may already be in place. In any case, given the resources appropriated, both the evaluator(s) and the evaluation audiences should have a full understanding of what the evaluation can be expected to accomplish.

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APPENDIX A

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NATURE OF SCHOOL AND UNIVERSITY PARTNERSHIPS

Developed for the College of Education
Task Force on School Collaboration

Western Michigan University
College of Education
Stefinee Pinnegar and Mary Jo Smith
Education and Professional Development Department

TASK FORCE CHARGE

To develop an understanding about the nature of collaboration by conducting a literature based review of various university-school collaboration models, and to provide an analytical framework which differentiates the forms of these collaborative efforts.

FOCUSING QUESTIONS

1. What are the various ways in which public schools and universities cooperate, collaborate, or form partnerships?
2. What are the key dimensions of a collaborative program among or between educational institutions?
3. Who are the institutional participants?
4. What are the focuses or purposes of the collaboration?
5. What are the components of effective collaboration models?

These questions served to guide our analysis of 100 various university-school collaborations and provided a basis for categorizing the literature into types or forms of collaboration, and identifying the key components and purposes of these collaborations.

DEFINITION OF COLLABORATION

In our examination of the literature on collaborative endeavors, we found that a premise underlying ideal collaborative relationships was that the K-12 schools and the postsecondary institutions would work together, as equals, to achieve mutual goals. The organizational features of a collaboration are in ideal situations characterized by shared decision-making, open and frequent communication, exchange of resources, and consensus on educational goals. Pine and Keane (1986) define collaboration as a "joint endeavor of autonomous agencies to achieve outcomes desired by all parties but beyond the grasp of any one of the units acting alone."

Clark (1986) provides the following general definition of collaboration:

> Collaboration: shared decision-making in governance, planning, delivery and evaluation of programs. It is a pluralistic form of education where people of dissimilar backgrounds work together with equal status (As cited in Gomez, et al, 1990, p. 40).

Partnerships are currently seen as a particular form of collaboration, the majority a part of a network created by Goodlad. Goodlad (1990) states that one of the fundamental ideas behind such symbiotic school-university partnerships is the establishment of a common agenda. Schools and universities in these partnerships commit to working together to solve educational issues and problems which have traditionally been addressed by each institution separately. He points out that the partners are equal, that is, each has an equal voice in addressing problems which have traditionally been embraced primarily or exclusively by the schools or the universities. For example, though the site for student teaching is often provided by the schools, it is seen as the problem of the university. In addition, staff development often provided by university consultants has been seen as the problem of school districts. In partnerships and other kinds of cooperative or collaborative efforts, both institutions assume new responsibilities for these endeavors. However, this joining together to address common problems is not easy. The difficulties of negotiating collaborations often raises new issues that must be resolved in order for the institutions to work together on the problems that they initially began collaborating about. As Goodlad (1990) has suggested, "The dynamics of creating a collaborative process often obfuscate the nature of the problem being addressed (Foreword)."

In this report, we attempt to help collaborators in two ways by presenting an framework for categorizing possible collaborations. This framework emerged from an analysis of the collaborative, cooperative, and partnership relationships mentioned in the literature. It suggests the traditional sites of cooperative efforts between schools and universities. In addition we present a framework for analyzing the elements of a collaborative effort and identify the cycle of negotiation that underlies collaborative efforts.

FRAMEWORK FOR CATEGORIZING COLLABORATIVE EFFORTS

There have been and continue to be numerous ways that public schools and universities cooperate, collaborate or form partnerships with each other. Figure one presents a diagram of the categories of collaborations we found through our examination of all the partnership, cooperative, and collaborative efforts presented in ERIC from 1980 to 1991. We will review the categories presented in the figure: general collaborations, teacher/administrator/counselor education, curricular or instructional change, prevention/intervention programs, higher education transitions.

General Collaboration

General Collaborations are overarching partnerships or collaborations. They involve at least public school personnel and university personnel, but generally these overarching partnerships include personnel from all levels at the public school (district administration, principals, and teachers) and all levels at the university (administrators at the college level, department level administrators, and faculty). In addition they usually include representatives from the community both public service and parents or volunteer groups and business. When funding is required they may be funded by government agencies, foundations, or jointly by the university and the schools.

FRAMEWORK FOR CATEGORIZATON OF COLLABORATIONS

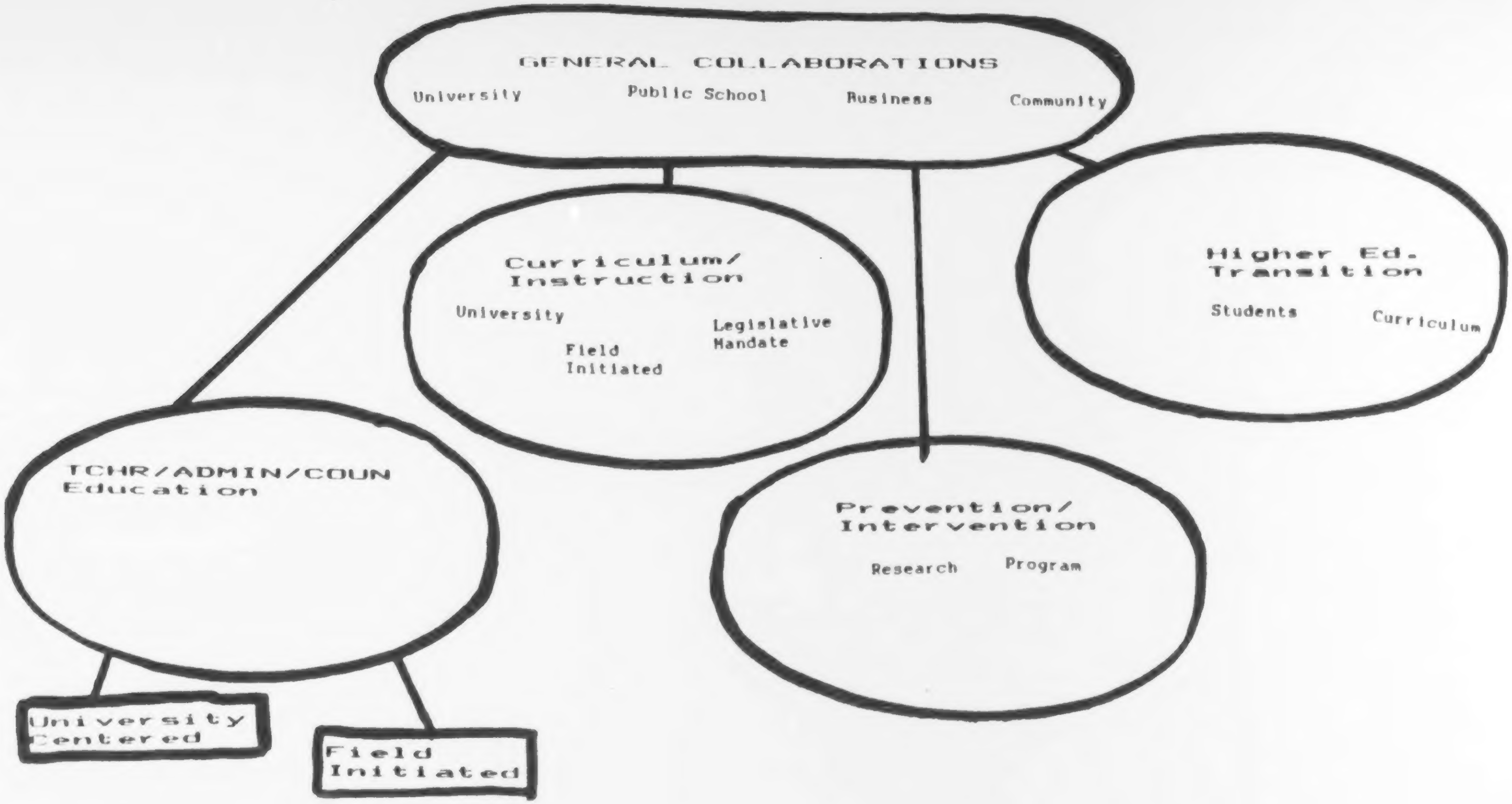

GENERAL COLLABORATIONS
University
Public School
Business
Community
Curriculum/ Instruction
University
Field Initiated
Legislative Mandate
Higher Ed. Transition
Students
Curriculum
TCHR/ADMIN/COUN Education
University Centered
Field Initiated
Prevention/ Intervention
Research
Program

Fig. 1

They have either one or more of the following purposes:

They serve as a clearinghouse for proposed collaborative ventures between the schools and others, deciding which projects proposed to them by university, public school, or community groups will be allowed.

They request help with priorities, programs, and projects needed by public schools, teaching or administrative personnel, or student populations' need. Such requests may focus on academic, affective, or physical development needs. In other words the group decides what the schools need and asks help in meeting those needs. Such cases may include evaluation of current programs or a needs assessment.

They develop and implement programs or projects cooperatively which serve the educational needs of students and faculty in public schools at universities.

They monitor and evaluate the progress of collaborative efforts and make decisions about which will be suspended and which will be allowed to expand.

They seek funding for projects and programs that they decide need to be implemented.

The purpose and focus of general collaborations, the relationship between the participants and the institutions that are collaborating, the roles of the participants in the institutions being served and in the collaboration effort are all factors that produce a particular collaboration. Different general collaborations may meet all or only one of the purposes listed above. There are consortiums and academic partnerships with committee members representing various constituents which meet regularly to decide which proposals for programs to be conducted in the public schools will be sanctioned. Outside agents, such as, faculty from the schools or the university, parent groups, or community service groups may propose particular projects and the collaborative decides which of those projects can be supported in the schools.

One example of a General Collaboration, Brown University's Coalition for Essential Schools, was established in 1984 as a high school-university partnership devoted to strengthening the learning of students by reforming each school's priorities and simplifying its structure. Although each representative school evolves a plan appropriate to its own setting, participating schools embrace a common set of nine principles that provide the focus of their efforts. A second example is Project STEP (Student/Teacher Educational Partnership) which links the Santa Anna Unified School District with three postsecondary institutions. Partnership activities are directed toward three broad areas of focus: interdisciplinary and discipline-specific curriculum and revision projects, improved preparation for teaching-preservice and staff development, and curricular guidance and support for students in the secondary schools (Gomez, et al, 1990). Two final examples are the BYU-Public School Partnership and the University of Washington's Puget Sound Educational Consortium. These are interesting contrast cases. The BYU-Public School Partnership is a general collaborative effort between Brigham Young University and several public schools. The projects of the partnership include teacher education, staff development, administrator education, as well as involvement in the general student curriculum and testing and assessment. On going research projects are present at the various sites (Harris & Harris, 1990).

The Puget Sound Educational Consortium involves the University of Washington, as well as other colleges such as Whitmore College and several school districts in activities similar to those in the BYU collaborative, but the negotiations involve more institutions.

Some collaborative efforts involve members in much more pro-active role in the daily life of a particular school or schools than do others. The extent of involvement is determined by the purposes and focus of the general collaboration.

In addition to the general or overarching collaborations, there is ample evidence from the literature that schools, community, business, and universities can be involved in more focused or particularized kinds of collaborations. Figure 1. represents these as being of four types. They include collaborations centered on teacher (or other personnel) education, curricular change projects, prevention programs, transition or integration efforts. Any or all of these types of collaborations may exist when there is an overarching collaboration but all may exist without any other collaboration.

Teacher/Administrator/Counselor Education

Teacher/Administrator/Counselor education collaborations are collaborations that focus on the either the preservice education of school personnel, the provision of sites for field experiences or observation, or on personnel improvement or staff development. These collaborations can be focused on both undergraduate and graduate work or even non-credit short term efforts. The category can be divided into two forms: University Centered and Field Initiated.

One example of such a collaboration involves Utah State University and Davis School District. They collaborate on a leadership training program for new school administrators with practical training courses delivered on site in the school district (Ashbaker & Bench, 1987). Another example is the New Teacher Retention Project which involves a partnership between San Diego State University and San Diego Unified School District. These two institutions developed a practical model of support and assistance to new teachers, particularly those working with students from culturally diverse, backgrounds, and promote teacher retention (Cooper & Morey, (1989). The University of Northern Iowa and six state regional centers created a regional partnership program. It was a field-responsive, center-specific model established at the university to oversee clinical field experiences for student teachers (Stahlhut, et al, 1990).

University Centered. These include those which have a university impetus and are usually constructed around university course work. The collaborations usually center on field experiences such as student teaching but also internships; graduate programs; and continuing education coursework. The reason graduate programs and continuing education are included is that they represent staff development opportunities for school personnel often required by state law. They also represent collaborations built between schools and universities to provide alternative certification for post-baccalaureate students who may be working as school personnel during the time they are completing coursework that allows them to gain certification (Denton & Armstrong ,1989). In addition, there are currently graduate programs such as those offered by National-Lewis University where graduate programs are provided on site across two years to a group of 15 to 18 students who agree to complete the two year program together.

Another kind of collaboration under this category is the Cooperating Teacher Project at the University of Arizona (Olson, Carter, & Pinnegar, 1989). This cooperative effort engaged the university and five local school districts in joining together in developing selection procedures for cooperating teachers for student teaching. The selection procedures both improved the quality and increased the number of cooperating teachers available for student teaching placements.

Another example of this category of collaboration is Math English Science Technology Education Project--MESTEP which is a partnership between the University of Massachusetts, public schools, and private industry. This is a 15 month Master of Education Program comprised of course work at the university followed by student teaching in a high school summer session in conjunction with university mentors and supervisors. It was developed as part of the move to recruit, select, prepare, support, and retain in teaching talented and ethnically diverse college graduates with academic majors in math, science or English (Clark & Fischetti, 1990).

Field Initiated. A second form of collaborative effort focused on personnel education is generally more clearly considered as staff development, but instead of being university initiated, schools initiate the requests. These collaborative may often be considered consultations more than collaborations but they include staff development, mentoring of teachers by other teachers with specific requests to the university to provide additional training for the mentee (in their induction year) or retraining for the mentor. In addition, when schools decide to revitalize or change directions they may ask a particular college or university to participate with them in the re-education of faculty. Often these collaborations may result in graduate coursework being offered at schools as part of staff development, but the content of the course is directed by the needs of the teachers or the schools and not necessarily directed by university programs.

CURRICULAR OR INSTRUCTIONAL CHANGE

Another category of collaborations focus on curricular or instructional change. In some ways, Coalitions for Essential Schools has such work as their focus since a major purpose of these general collaborative is instructional change. One of the difficulties we encountered in categorizing collaboration efforts is most evident in this category. This was the difficulty of overlapping purposes. When a school district or a university research team attempts to present a curricular or instructional change it almost always, but not necessarily, involves staff development. We identified as curricular or instructional change collaborations those whose major focus was on changing specific curriculum or instructional practices rather than on staff development generally.

One example of this category of collaboration is Pennsylvania Academy for the Profession of Teaching: A Science Curriculum Development Partnership which involves K-3 activity-oriented science curriculum developed with objectives employing current methods of science education which also attempts to influence in positive ways teacher and student attitudes towards science(Beisel, 1990). Another example is the Valley Education Consortium--Oregon State University, Western Oregon State College School of Education, Oregon State System of Higher Education, three county education service districts and ten school districts created a collaboration focused on achieving concurrent improvements in secondary school curriculum and assessment (Fielding, 1989). A final example is University of Maryland and Baltimore City Schools' writing program project (Fowler & Martin, 1989).

Curricular change collaborations may involve a single classroom or school or numerous schools from across the nation. These may be driven by field initiative. Usually, in these instances a school leader or a group of teachers may decide to change school practices and they approach university faculty with a request to help them institute the change. Colton, a school in Idaho, approached a University of Idaho professor and asked help in changing from a basal approach to teaching reading to a whole language approach. The professor then came to Colton on a weekly basis, providing in-service and daily support as the teachers worked to change their strategies for teaching literacy (Guilfoyle, personal communication).

When these collaborations are initiated by the University, they are frequently driven by the research questions or grant writing of university professors. In these cases, university professors approach local school personnel and propose a particular curricular innovation. Finally, collaborations between schools and universities focusing on curricular change may be brought about through legislative mandate. The retooling of the MAEP test might be an example where school personnel and university faculty across the state have been brought together to work on the objectives and test items. Another example is the mandate by the California legislature that all elementary school programs will conform to the program called, "Math Their Way."

PREVENTION/INTERVENTION PROGRAMS

Prevention programs form another site for collaboration between schools and universities. These may be research investigations into problems particular to school-aged populations or they may be evaluation of or validation for particular programs. For example, schools and universities may collaborate to examine and define teen-age depression or they may work together to implement a program focused on reducing drug use on school campuses. Such programs may also be initiated by the school, the community, or business. One example of this category is State University of New York and East Harlem School District's college tuition program for at-risk students (Koff, 1990). Another is Fordham University and New York City Board of Education's dropout prevention program which focuses on minority children in an urban school district (Baecher, et al, 1989). Towson State University, Maryland and Northwestern High School collaborate on a dropout prevention program. This partnership formed to open university resources to the high school and encourage teenagers to reconsider career opportunities (Lawlor, 1989).

TRANSITION TO HIGHER EDUCATION

Finally, the literature describing collaborations indicates that there are collaborations to help students and teachers with transition to higher education. These programs focus usually on a particular school curriculum such as foreign language instruction. The collaborative effort involves bringing together teachers of foreign languages to focus on the scope and sequence of the curriculum in that area.

A second kind of collaborative effort focuses on the students. A particular kind of student, black athletes, for example, are brought to post-secondary education institutions while they are still in high school and given realistic experience with the demand so college life in order to insure a smoother transition from high school to post-secondary education.

Examples of these kinds of programs include University of Missouri and Kansas City School District--precollegiate assistance for high school athletes (Mares, et al, 1986), Murray State University, Kentucky and surrounding rural school districts--increase college attendance and enrollment in rural areas (Hazler, 1989), California Academic Partnership Program (CAPPP--improved learning, academic preparation, and access to postsecondary degree programs (Gomez, et al, 1990).

EXAMPLES OF COLLABORATION

In preparing this report we examined examples of more than 100 collaborative efforts. We sorted these into the five categories reported outlined in Figure 1. Table 1 reports the per cent of collaborations we investigated in each category.

As Table 1 indicates, the largest number of collaborative efforts are involved in teacher/administrator/counselor education. This is hardly surprising since preservice education of teachers and the advanced training of administrators is often a central task of Colleges of Education. If students are to be given practical experience in these ventures, sites for such experiences must be negotiated with schools.

The second most frequent category of collaboration found in the documents we examined is the curricular or instructional change category. It is important to note that there are probably even more collaborative efforts in the category of curricular or instructional change. However, these may often be seen as research projects rather than collaborations. This is especially true since we examined the literature including only those programs or projects that labeled themselves as collaborations, partnerships, or cooperations between schools and universities.

Number in Each Category of Collaboration

Number	Collaboration Category
12	General Collaborations
52	Teacher/Administrator/Counselor Education
26	Curricular or Instructional Change
15	Prevention/Intervention Programs
7	Transition to Higher Education

Table 1

Although we have classified the collaborative forms into five basic categories, it should be noted that many of our examples overlap or fall into more than one category. In categorizing them we attempted to assign them to the category that most clearly accounted for their central purpose. Any curricular change, prevention program or transition program may involve staff development. Staff development may be supportive of a particular instructional or curricular approach or may focus on strategies for dealing with problems particular to school-aged populations. In all cases, we identified the central or clearest purpose of the collaboration. Those which involved multiple institutions and seemed to be directed toward multiple purposes we categorized as general collaborations since they exhibited at least one of the characteristics of general collaborations outlined earlier. A table presenting all of the collaborations we examined is presented in Appendix A.

FRAMEWORK FOR ANALYZING A COLLABORATIVE EFFORT

A system for categorizing collaborations is helpful for examining which kinds of collaborative efforts might be most productive for particular institutions to engage in. However as we examined the literature, we determined that a more helpful tool for examining collaborations would be a framework for analyzing collaborative efforts. Our framework focuses particularly on the underlying cycle of a collaboration and the components which contribute to the initial formulation of a collaboration.

Cycle of Collaboration

In examining the ways in which evaluation of a collaborative effort is a shared enterprise, Olson, Carter and Pinnegar (1989) propose that there is a cycle underlying collaborations (See Fig. 2). The cycle includes separation, compromise, and consensus. Collaborative efforts are usually seen as beginning at separation but movement on the cycle can be in any direction. Thus a collaborative effort may move quickly from separation to consensus or from separation to compromise to consensus. According to Olson, et al, movement from consensus back to separation is abrupt, while movement from consensus to compromise is usually marked by the emergence of scorekeeping where participants suddenly begin noticing how much they and the other participants either individually or at an institutional level are contributing to the effort. Olson, Carter, Pinnegar (1989) propose a model for analyzing collaborative efforts.

Components of Collaborations

When a collaborative effort is initiated, it is conceptualized as beginning at Separation. The institutions (or groups) involved, the relationships among them, the selection of participants, and the issues all have initial and on going impact on the collaborative effort (See Fig. 3).

Institutions

Several aspects of institutions engaged in a collaborative effort can limit and facilitate collaboration. Those which seem

THE COLLABORATIVE CYCLE

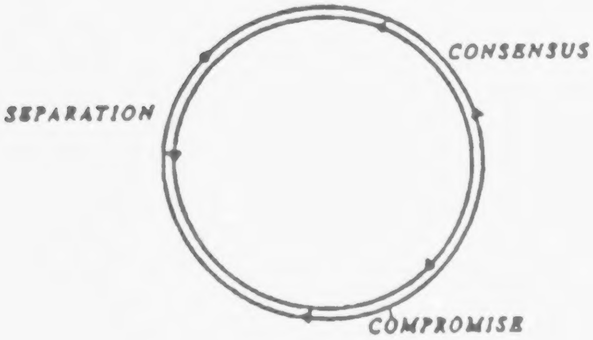

CONSENSUS
SEPARATION
COMPROMISE

Fig. 2

- INSTITUTIONS
  - Organizational Structure
  - Overlap
  - Power/Support

- RELATIONSHIPS
  - History
  - Current Dynamics
  - Domination

- MEMBERS
  - Selection
  - Participation

- ISSUES
  - Directionality
  - Benefits
  - Needs
  - History of Issue

COMPONENTS OF COLLABORATIONS

Fig. 3

most critical include the organizational structure of each institution, the overlap in structure of participants in a collaboration, and the power/support delegated to the collaboration by each institution.

Organizational Structure the important aspect of the institutional structure for a collaboration is the internal connectedness or cohesiveness of the institutions involved. If one part of an organization makes a commitment to the collaborative effort, is there regular communication with other parts of the organization? Do the decision-making processes within an organization include all parts of the organization? How much impact does a change in one part of an organization have on the organization as a whole? For example, if a foundation of a corporation commits funds to a collaborative effort a reversal in the financial well-being of a corporation may have an immediate impact on the funding of the collaboration.

Overlap refers to the relationship between the organizational structure of an organization and the areas of responsibility (mandated, implicit, accepted, professional, moral) of the collaborators. How much and in what ways do the organizational structure and responsibilities to the collaboration coincide?

Power/support Collaborators have varying amounts of control over the physical and financial resources of the organizations they represent. For example, a collaborator may commit their organization to an action without the authority or without being able to guarantee that the action will occur.

At times, a collaborative effort may involve two or more parts of the same organization. The organizational structure (particularly the internal connectedness of the institutions or businesses involved) the overlap in both relationships to the collaboration and responsibilities within the institution would contribute to the collaborative process. When there is strong cohesion within an organization, when responsibilities to the collaborative effort strongly coincide with the typical responsibilities a person holds in the organization they represent, then power/support may be more readily available as well. For example when universities, schools, and businesses form collaborative efforts, the university participants may represent the university administration, college of education administration, faculty members from various departments across the entire university and faculty members and staff from the teacher education or special education departments. If faculty members from outside the college of education are assigned responsibilities for shaping and implementing field experiences in coursework over which they have no control, then they may simply because of the dynamics of the institution be unable to fulfill commitments to the collaboration.

Relationships

This component concerns the relationships among participants, individually and collectively, in the collaborative effort. Three aspects which appear to be critical are the history of relationships among the collaborators, the current dynamics in these relationships, and the ability of one institutions to dominate the others.

> _History_ refers to the past relationships among the participants in the collaboration both the organizations and the individuals. For example, if a university and a school have been involved in many failed experiences involving joint ventures in the past that past history may restrict the collaboration in significant ways. In addition, if two people assigned to the task force have personally worked on community projects and been able to work cooperatively and achieve the goals they set, it may enhance the collaborative effort in spite a poor record of institutional collaborations.
>
> _Current Dynamics_ refers to the current interactions among the organizations. What kinds of communications, feelings, and collaborative structures currently exist among the institutions? These include the public relationships and

shared enterprises as well as the private. For example, a new university president committed to building strong relationships with local public schools may have begun to communicate with the schools and been involved in one or two positive minor events. These new initiatives could moderate (or exacerbate) feelings concerning the past history of negotiations and collaborations between the two institutions.

Domination refers to the influences both outside and inside the collaboration that one institution or person has over others. How much can one organization or person impose on others to accomplish goals in a specific ways? This influence may be structural, financial, or social. The source of the influence may range from a charismatic leader to actual hierarchical control. For example, one member of a collaborative effort might be a person who is director of a group of foundation leaders. This person's ability to influence funding from several major sources may give them disproportionate power in decisions made within the collaborative effort.

Selection of Participants

Individual members of a collaborative team also have a critical impact on the outcomes of a collaboration. In addition to the personalities of the team members, there are two aspects associated with the initial construction of a collaborative team. These include three dimensions of the selection process and three dimensions of participation.

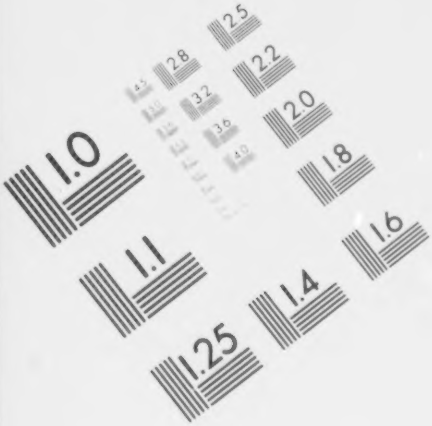
Selection Process includes three interactive dimensions: volunteer vs appointed membership, the use or non-use of procedures for inclusion and where present whether those procedures are formal vs informal. As Table 2 indicates this interaction produces eight possible configurations of the selection process.

Selection Processes

1. appointment to collaborative team with formal procedures
2. appointment to team with informal procedures
3. appointment to team without formal procedures
4. appointment to team without informal procedures
5. volunteer for the team with formal procedures
6. volunteer for the team with informal procedures
7. volunteer for the team without formal procedures
8. volunteer for the team without informal procedures

Table 2

Often participants in a collaboration emerge as part of a team through a variety of selection processes. Although formal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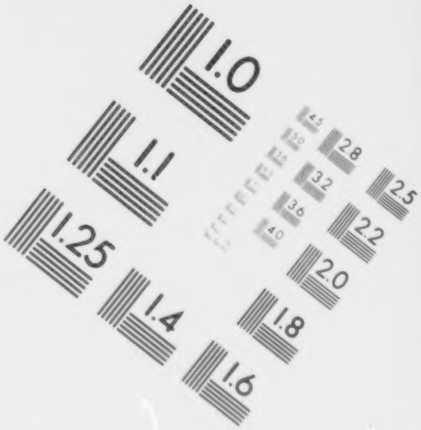
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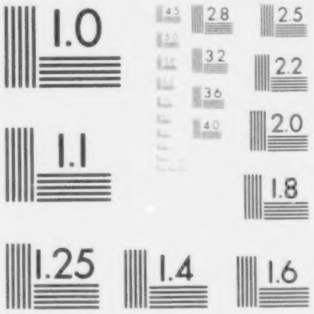
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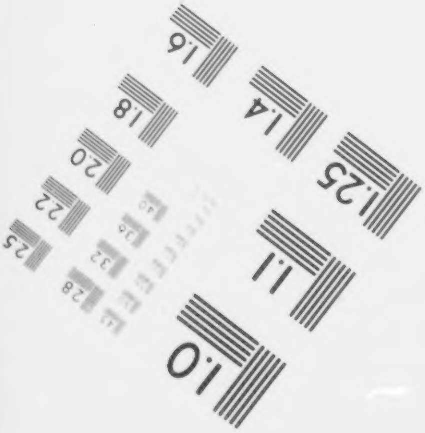

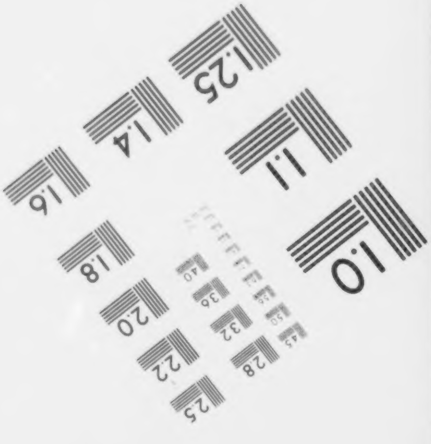

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procedures may be in place, many participants may end up on the team through the use of informal structures. Such additions to a collaboration may cause no difficulty at all. But on some occasions, when most of the participants are selected for participation according to configuration 5 (volunteer for the team with formal procedures) and a superintendent or other powerful leader suddenly appoints someone to the task force according to configuration 3 (appointment without formal procedures), this may cause initial and on going difficulty both within the collaborative group and in the current dynamics of the relationships of the institutions involved.

> Participation of individual team members also varies along three interactive dimensions: Whether or not participation was required by the organization, willingness of the team member to participate, and the personal and organizational power of the team member either within their own organization or within the context of the collaboration. As Table 3 indicates this also produces eight configurations of participation.

Participation Style of Collaborative Team Members

1. required, willing, with power
2. required, willing, no power
3. required, unwilling, with power
4. required, unwilling, no power
5. not required, willing, with power
6. not required, willing, no power
7. not required, unwilling, with power
8. not required, unwilling, no power

Table 3

Of course the most successful collaborative efforts are those in which the participants are willing to participate regardless of whether are not they are required to ano some of them have either organizational (control over resources necessary to successfully accomplish the goals of the effort) or personal (the ability to enlist the commitment of participants) power or both. The least successful efforts are those in which participants with power are unwilling but required to participate. People who are not required to participate, are unwilling, and have no power, may be a constant drain on the energy of the effort.

Issues of Collaboration

This component represents aspects focusing on the issues of the collaboration that are to be resolved, investigated or discussed. The aspects include directionality of initiation of the effort, benefits that will result, needs that will be met, and the history of the issue(s) for collaboration.

> _Directionality of initiation_ focuses on who initiated the collaborative effort. Was the initiation unidirectional, bidirectional or imposed by one of the collaborative institutions or by a third party who is never actually involved in the effort? Regardless of the ultimate benefits to all parties involved, the direction of initiation often has an impact on the quality of the goals, the negotiations and actions which occur during the collaborative effort, and in some cases decisions about when to end the collaboration.
>
> _Benefits_ focuses on who is perceived as getting the most either initially or ultimately from the resolution of the issues.
>
> _Need_ concerns the importance to the institutions for successful collaboration. As we reviewed the literature we found certain kinds of issues were on going and repeated

issues for collaboration between public schools and universities and business or the community, these issues seem to represent real needs which repeatedly concern the institutions and therefore would seem to be more productive sites for collaborative efforts. Important elements include which party is perceived as most needy, for whom is resolution most necessary for growth or survival, and do all parties have at least some intrinsic or extrinsic need for the collaboration to be successful?

History of issues among organizations is as important as the history of their collaborative efforts. Regardless of the institutions involved this time, the history of the issue can have a polarizing or facilitating impact on the collaborative effort. For example, there are some issues such as gifted education which has a long history and has often been the focus of collaborative efforts among schools, universities, and business. Peoples personal feelings about the true need for gifted education may hinder the successful completion of a collaboration designed to reach more talented and gifted children with appropriate educational services.

The cycle of collaboration is represented as a process of reciprocal interactions in which initial states are not necessarily end states. Thus, though initial components may feed into the cycle of collaboration and have a disruptive or ameliorative impact on the success or failure of the collaborative effort, these initial components do not remain static. They are constantly shaped and changed through negotiation and action during the cycle of collaboration. Changes in the context or frame of reference result in changes in meanings as meaning inheres in how events are perceived and from what perspective.

APPENDIX A
SELECTED SCHOOL-UNIVERSITY COLLABORATIONS

CATEGORY	FOCUS	PARTICIPANTS
Curriculum/Instruction	Utilize computers in teaching history courses at secondary level	University of California and California Public Schools
Curriculum/Instruction	Improve teaching of elementary social studies	University of Arizona and Arizona Public Schools
Curriculum/Instruction	Improve basic skills instruction at the secondary level	Southwest Texas Schools Southwest Texas University
Transition to Higher Education	Preparation of ninth-grade at-risk students for college	Morgan State University Maryland, Lake Clifton/ Eastern High School, Educational Opportunity Program
Curriculum/Instruction	Implement literature-based elementary language arts program	University of Texas & San Antonia Schools
Curriculum/Instruction	Articulation of K-12 music program	Ohio State University Ohio Public Schools
Transitions to Higher Education Prevention/Intervention	Develop district-wide tutoring program for at-risk students	Pennsylvania rural university & urban school district
Teacher Education	Improve field experience program and teacher preparation	Mills College, California & local public school
Curriculum/Instruction	Improve social studies teaching	University of Arizona & Phoenix schools
General collaboration	Develop school improvement plan	Greenwood Texas school district & Texas Tech University
General collaboration	Project SCOPE- school improvement plan	Brooklyn College, NY. & Public School 152

Teacher Education Transitions to Higher Education	Tutoring program to improve the academic performance and college readiness of language minority students. Program pairs undergraduates with high school students.	University of Massachusetts & a public school district
General collaboration	Exploration and application of effective schools research	University of Massachusetts & Springfield (MA) Public Schools
Teacher Education	Established commission to produce a set of standards for teacher education	Indiana University of Pennsylvania & various urban & rural public schools
Curriculum/Instruction	District-wide curriculum innovation(Sheffield Curriculum Initiative)	university & public schools
General collaboration	Consortium formed to improve the quality of education in Canadian schools	University of Toronto & 4 Ontario school boards
Curriculum/Instruction	KEY Program designed to expand course offerings to high school students through distance delivery systems	Rochester Institute of Technology & Livingston-Steuben-Wyoming Board of Cooperative Educational Services
Curriculum/Instruction	Computer training for junior high girls or minorities and staff training workshops	Cleveland State University, Cleveland area schoolsLogo Computer Systems, Inc.
Transitions to Higher Education	Partnership formed to open university resources to high school students	Towson State University & Northwestern High School (Baltimore, MA)
Prevention/Intervention	Staying-in-School-Partnership-Program drop-out prevention for at-risk students	New York City College, City University of New York, New York City Board of Education
Teacher/Administrator Education	Establish model leadership academy for advanced preparation of administrators	Kansas State University & Topeka Public Schools

Teacher/Administrator Education	Improve skills of experienced teachers using university faculty as peer coaches	Limestone Schools & Maine State University
Teacher/Administrator Education	Improve quality of teacher education program	University of Tennessee & local public schools
General Collaboration	Train and retrain teachers, explore effective instruction, clinical supervision, and curriculum strategies	San Diego State University & La Mesa-Spring Valley Schools
Teacher/Administrator Education	Train teachers in administrative/supervisory program	Utah State University & Davis School District
General Collaboration	Initiate forty educational improvement projects	Indiana University of Pennsylvania, Indiana Counties' Intermediate Unit #28 & counties' eleven school districts
Teacher/Administrator Education	Placement of university faculty in classrooms to serve as resources, exchange teachers, and mentors	Texas Tech University & Lubbock Texas Schools
General Collaboration	School-University-Partnership for Educational Renewal	University of California Berkeley & 16 public schools
General Collaboration	Bridge research and practice through ongoing exchanges between university and school practitioners	Stanford University & public schools
Curriculum/Instruction	Establish consortium to design, plan, implement, and evaluate staff development	Idaho State University College of Education 15 school districts
Curriculum/Instruction	Implement Madeline Hunter's Clinical Teaching Model	Kansas State University local school district
Teacher/Administrator Education	Improve teacher preparation	Memphis State University & University of Tennesse & public schools

Teacher/Administrator Education	Design leadership academy to foster innovative educational experiences for administrative preparation	Kansas State University Topeka Public Schools
Curriculum/Instruction	Design and implement a middle school science curriculum improvement project	New Jersey Institute of Technology & Fairleigh Dickinson University
Teacher/Administrator Education	Improve delivery of support and instructional services in implementing special education mandates	West Virginia University 33 West Virginia county school districts
Transitions to Higher Education	Develop and conduct a pilot program to prepare high athletes for college	University of Missouri Kansas City Schools
Teacher/Administrator Education	Improve teacher preparation program of bilingual teachers	Dallas Independent School District & East Texas State University

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PROMOTIONAL PLAN FOR THE PROFESSIONAL DEVELOPMENT SCHOOL CONCEPT AMONG THE UNIVERSITY AND GENERAL SCHOOL COMMUNITY

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Objectives

An Awareness/Orientation Plan should be primarily informational rather than persuasive. It's content and its delivery style should be planned on the assumption that if partnership schools are a good idea, the idea will sell itself to reasonable people once they have adequate information about it.

The obvious questions an awareness plan needs to address are:

1. What do we want to tell others? (Content)
2. Who should be invited to receive this information? (Audiences)?
3. How and by whom should it be developed and presented?
   (Implementation)
4. How can the plan be evaluated and revised? (Evaluation) These questions are addressed, sequentially, in the pages which follow.

1. Content

Information about Partnership Schools must respond to questions such as:

1. What types of general changes need to occur in public schools during the next 10 years? These changes must enable schools to better meet the new obligations and responsibilities thrust upon them by a rapidly changing American society and its changing relationships with a charging world community.
2. What types of general changes need to occur in educational research practices, in the preparation of professional school personnel and in communities which would permit and facilitate the changes needed in public schools?
3. What forms might a W.M.U./Public School Partnership take, what might a partnership school look like and how might it be different from schools as they are now?
4. How would partnership schools better enable colleges of education and public schools to identify and implement needed changes in both public school and university programs?

5. What is the history of the Michigan Partnership, the Professional Development School concept and Western Michigan University's involvement in developing its own school partnerships?

Implementation; Step One

The Western Michigan College of Education needs, first, to create its own "package." An outline of a general presentation should be prepared from the many materials already available from the files of the Task Force. (The "Themes" in the Appendix are examples one might begin with.) The presentation should be prepared by a member of the Task Force and reviewed by the Dean of the College and any others he/she chooses to review it. Transparencies should be prepared and a polished 30 minute presentation should be finished by October 1, 1991. The Task Force member who prepares the presentation should do the presentations.

Preparing this presentation will require monetary or reassigned time compensation.

Presentations should first be made within the university. The following schedule could be followed:

October 15-20 Presentation to the College of Education

November 1-10	Presentation to the President, members of the Board of Trustees (if approved by the President), Provost and Council of Deans
December 1-10	Presentation to the Department Chairs
January 10-20	Presentation to the Faculty Senate Undergraduate Studies Council
February	Presentations to the AAUP and Faculty Senate

When and if appropriate - Potential Partnership Schools.

2. Audiences

Information about partnership schools; what they are, what they're designed to do and how they would do it; needs to be widely disseminated throughout Southerwestern Michigan. We need not be concerned about developing expectations which cannot be met because we lack resources if the focus of the awareness programs is informational. If the concept sells itself, others may join the effort to secure the resources needed to do the job.

In addition to presentations made at Western, other presentations need to be provided for at least the following local and state organizations at one or more of their regular meetings:

1. Meetings of faculty and administrators at both four year and two year public higher-education institutions in Southwest Michigan.

2. Meetings of faculty, parents and administrators of non-public K-12 schools and higher education institutions.
3. Meetings of business organizations, labor unions and social welfare organizations.

3. **Implementation**

We should first establish an office which would be responsible for developing and implementing an awareness plan for the above audiences as soon as the first partnership school commitment is agreed to. The establishment of this office should be part of that agreement. A representative or representatives from both Western's College of Education (one representative should be the author of the College's presentation) and the Public School System in which the partnership is established need to be assigned to this task. Perhaps co-directors, one from the university and one from the public school would be workable. This office should work closely with established information offices in the university and the public school system.

Those who work in this office must be released from some of their other responsibilities by their respective employers. The office should report to whatever task force or committee is created to administer the partnership.

This office or these two people accomplish the following tasks:

a. Prepare an outline/draft of a general presentation. This presentation would use the program prepared by Western as a beginning would be modified to fit the particular partnership school situation.

b. Secure feedback from both partners on the draft.

c. Revise the draft, prepare a finished presentation.

d. Invite representatives from the business community, labor organizations, parent-teacher associations and an organization such as the N.A.A.C.P. to review the proposed presentation, to suggest changes and, if they are willing, to assist with the presentations.

e. Use the media services of both partners to create professional materials which would be used in making the presentations most effectively; charts, photographs, and, perhaps, video tapes.

f. Identify and prioritize opportunities for doing the presentation to large groups, first in the Kalamazoo area and then in Southwestern Michigan. Begin making the presentations. If business is good, and demand grows, train other pairs or teams to make the presentation. Once started; at least one presentation should be made each week.

g. Identify persons in key leadership roles both inside and outside of the educational community whose support would be helpful and arrange small, informal meetings between the leadership from both partners in the partnership and these individuals.

h. Develop a mailing list which includes organizations and individuals who are or might be interested in changes in the public schools; including, of course, the media in the area.

i. Publish a monthly newsletter and send it to organizations and individuals on the mailing list and to all others in the university and the public school system who would like to have it. Visits to partnership school sites and interviews with partnership personnel will be necessary to obtain current news for the newsletter.

Specific time lines and audiences cannot be identified for presentations outside of Western until agreements are reached with partnership schools. Presentations outside of Western need to be joint presentations and the awareness plan must therefore, also be a joint creation.

However, Western should make the establishment of an adequately-supported joint "Information Office" a condition for agreeing to enter into a partnership with a public school. Western should insist that this office be responsible for:

1. Developing a formal presentation package and presenting it to audiences within each partnership and to interested audiences outside the partnership.
2. Developing a mailing list of interested people, organization and media publishing a monthly newsletter and sending the newsletter to those

on the list.

3. Creating opportunities to explain the Public School Partnership through interviews and stories in the print media and interviews and presentations on television and radio.
4. Arrange regular, informal meetings between the partnership leaders and community leaders.

4. Evaluation

Partnership leaders must assume this responsibility. Feedback should be collected after each presentation through the use of a feedback form. The results should be summarized by the Information Office and sent to Partnership leaders. A similar feedback system should be developed for printed material distributed by the Information Office. Finally, the partnership may wish to employ an outside firm to sample awareness of the program in the university, the public school partners and the community at large after twelve or eighteen months.

APPENDIX

Possible "CONTENT" Themes

A. Changes in public schools.

  1. All students need instruction which will help them become better thinkers and problem solvers.

  2. Poor children, in particular, need this kind of instruction as well as needing instruction which adequately provides them with an early mastery of the basic language arts and mathematics skills.

  3. All children need better training in working collaboratively with others; skills they will need both as workers and as citizens.

  4. Out of school concerns which interfere with learning such as poor emotional and/or physical health must be at least partially remedied through efforts which begin in the schools.

B. Changes in Colleges of Education.

  1. Pre-service teachers need more teaching experiences in more carefully selected and more diverse public school classrooms.

  2. First year teachers need more help with individual problems from both the university and the school system which employs them.

  3. Research agendas in colleges of education should be more often tied to research problems identified by public school teachers and administrators.

  4. University faculty need closer and more frequent contact with public schools and their students, teachers and administrators. They should be able to and, on occasion, should teach public school students.

C. The Partnership School Concept.

1. The partnership school or the professional development school is more adequately explained as a process than as a product or a place.

2. The process is one in which public school personnel, university faculty and students in teacher preparation or graduate education programs work together in schools to improve student learning, the initial preparation of professional school personnel and the on-the job, professional development of practicing teachers and administrators.

3. The process begins with the identification and resolution of problems in the schools; problems of learning, teaching, administering and community support.

4. Collaborative efforts to resolve these problems will usually involve a joint, university-public school research effort of some kind. Any findings from this research effort will be disseminated to others in the field and used to improve both public school programs and teaching, and undergraduate and graduate programs for the preparation of public school professionals.

APPENDIX E

PROFESSIONAL DEVELOPMENT SCHOOL WORK PLAN FOR WMU

DRAFT #1
Plan of Work
Center for School and University Collaboration
1991-92

Projected Activities	Timelines	Person(s)	Product/Process
Administration			
1. develop annual and long term plan/budget	Sept- Oct '91	Davis/Woloszyk	Plan/budget
2. develop and seek funding through proposals	On-going	Davis/Woloszyk	Accepted proposals
3. create, convene, and use input from external advisory committee (teachers, asst. principals, principals, curriculum directors, superintendents business/industry)	Quarterly	Davis/Woloszyk	Meetings/ Minutes
4. use input from internal advisory committee (Task Force)	Monthly	Davis/Woloszyk	Task Force on School Collaboration
5. coordinate work with Michigan Partnership for a New Education (School & University Alliance)	On-going	Davis/Woloszyk	Record of Meetings
6. coordinate work with Michigan Department of Education (P.A. 25)	On-going	Davis/Woloszyk	Record of Meetings
7. review progress with Administrative Council/Administration	Quarterly	Davis/Woloszyk	Updated activities, revised Plans/Budgets
8. identify/address unanticipated problems/opportunities	On-going	Davis/Woloszyk	Actions initiated

Phase I Awareness/Exploration- During this phase the university and selected school districts learn about the Professional Development School (PDS) concept, develop a vision for education in the local community, conduct a community appraisal, make a decision to develop a PDS, and engage in a process to select a school.

Projected Activities	Timelines	Person(s)	Product/Process
1. establish a clearinghouse for PDS efforts, functions, services in cooperation with Michigan Partnership for a New Education (Educational Extension Service)	Sept-Oct '91-on-going	Davis/Woloszyk	Resources/services
2. respond to requests/provide information (administration, faculty, schools, legislators, media)	On-going	Davis/Woloszyk	Record of Responses
3. organize an internal staff development program(faculty, departments, alumni, students)	Sept '91	Davis/Woloszyk	Staff Development Calendar
4. organize an external staff development program (Foundations, LEAs ISDs, CBOs, MEA affiliates, individual building sites, MACTE)	Sept '91-on-going	Davis/Woloszyk	Calendar of Activities

Phase II Orientation- After selection of a PDS site university and school faculty begin to develop working relationships, understanding of school conditions and needs, and the potential of the partnership. In the community a "Roundtable" is established with business, education, social service, and community based organizations. This phase is completed when a formal agreement is made between the university, school administration, and local education association.

Projected Activities	Timelines	Person(s)	Product/Process
1. coordinate work with Michigan Partnership for a New Education (Business and Community Alliance)	Sept 1991	Davis/Woloszyk	Roundtable established/ Meetings/Minutes

2. establish steering committees for selected sites (Battle Creek Lakeview, Kalamazoo)	Jan '92- on-going	Davis/Woloszyk	Steering Committee Members
3. conduct periodic meetings with staff/administration	Jan '92- on-going	Davis/Woloszyk	Meeting Minutes
4. establish "study and improvement teams"	Jan '92- on-going	Davis/Woloszyk	Teams established
5. identify school improvement strategies	Jan '92- on-going	Davis/Woloszyk	Strategies identified

Phase III Implementation- The university-school partnership develops and implements school restructuring focused on teaching and learning for all students. School organization, curriculum, community relationships, professional inquiry into practice, an professional development occur as components of the restructured school program.

Projected Activities	**Timelines**	**Person(s)**	**Product/Process**
1. establish guidelines/criteria for college collaboration activities	Oct-Dec 1991	Davis/Woloszyk	Approved process/guidelines
2. stimulate/facilitate research efforts related to school collaboration	Jan-July '92	Davis/Woloszyk	Documentation of research efforts/studies
3. assist faculty with pursuit of individual collaboration efforts	Jan-July '92	Davis/Woloszyk	Documentation of
4. complete individual research/writing related to school collaboration	On-going	Davis/Woloszyk	Research reports/article
5. coordinate and facilitate PDS initiatives (Battle Creek, Lakeview, Kalamazoo)	On-going	Davis/Woloszyk	Documentation of efforts
6. identify school improvement priorities and implement pilot instructional activities with school/university staff	April '92- June '92	Davis/ Woloszyk	Pilot activities initiated

7. plan summer institute for selected PDS sites/individuals in cooperation with Michigan Partnership for a New Education (Collaborative Leadership Center)	April '92- May '92	Davis/Woloszyk	Program plan
8. implement a summer institute	June '92	Davis/Woloszyk	Program delivered

Phase IV Operation- On-going evaluation of activities and continued school restructuring occurs designed to improve schooling and the school environment for learning.

Projected Activities	Timelines	Person(s)	Product/Process
1. establish an evaluation plan for the Center on School and university collaboration	Sept '91-on-going	Davis/Woloszyk	Evaluation plan for Center
2. establish an evaluation plan for PDS initiatives (Battle Creek. Lakeview, Kalamazoo sites	Jan-July '92	Davis/Woloszyk	Evaluation plan for PDS Process/Products
3. complete analysis and evaluation of 1991-92 school year	July '92 -Aug '92	Davis/Woloszyk	Analysis completed
4. write 1992-93 work plan	July '92-Aug '92	Davis/Woloszyk	Completed plan of work

APPENDIX F

PARTNERSHIP SCHOOLS CRITERIA

PARTNERSHIP SCHOOLS CRITERIA *

I. Institutional Commitments to:

   A. Long-term, sustained, and systematic process of change.

   B. Implementing a collaborative research and development agenda.

   C. Using new, research-based ideas to improve instruction and learning.

   D. Formal collaboration with private and public agencies and individuals (e.g., business, social, and community services, juvenile court officers). Their involvement in program planning and implementation of better programs for children and youth.

   E. Participation of staff in school decision-making.

   F. Support the partnership with time, space and materials.

   G. Multicultural perspectives in instruction and curiculum.

   H. Participation in demonstration and dissemination activities.

   I. Active parent involvment.

   J. Participation in Partnership activities (e.g., Leadership Academy).

   K. A memorandum of agreement to formally bind the university and the school in a shared, long-term partnership.

II. Location and Capacity

   A. Cultural and socio-economic diversity within the school and community.

   B. Assignment by a university of at least the equivalent of two full-time faculty to work in the school.

   C. Potential for clinical experiences for at least five teacher interns.

   D. Financial support needed to participate, and/or commitment to help secure the financial resources from community, business, foundation or other sources.

   E. Potential for a cluster of 3-4 Partnership Schools to span elementary, middle, and secondary schools.

III. Shared Understandings

   A. Community, school and university collaboration is central to educational improvement.

   B. Learning for understanding and higher order skill development (e.g., application of knowledge to analyze and solve problems, evaluate or synthesize) for all children is the goal.

   C. The Partnership will require flexibility and risk-taking behavior.

   D. A shared research agenda will be developed and implemented.

* By definition, a Partnership School must have a school base; the school site having a defined faculty, facility, and students.

APPENDIX G

OAKLAND UNIVERSITY/PONTIAC SCHOOL PARTNERSHIP, PROFESSIONAL DEVELOPMENT SCHOOL INITIAL PLANNING DOCUMENT

OAKLAND UNIVERSITY
PONTIAC SCHOOLS
PARTNERSHIP

PROFESSIONAL DEVELOPMENT SCHOOL
INITIAL PLANNING DOCUMENT

PROFESSIONAL DEVELOPMENT SCHOOL

CHARACTERISTICS

1. Center for inquiry into teacher education, teaching, learning, and school organization, including various kinds of research (e.g., collaborative, basic, applied) and development for the purpose of improving education for children.

2. Place where clinical education of high quality takes place of teachers, administrators, and other school personnel.

3. Site where there is discussion about and demonstration of "best education practice" known at any given time.

4. Provision of integrated preservice and in-service education of school and university faculty, i.e., teachers, administrators, parents, and other personnel, in the context of a learning community.

5. A memorandum of agreement formally binds the university and the school in this shared, long-term, sustained involvement.

6. The school is comprised of a student population with an emphasis on youngsters in at risk situations.

7. A place where there is a linkage of teacher development, curriculum development, and organizational development to enhance learning for children.

8. The school formally makes linkages with other public agencies and practicing professionals (e.g., social workers, juvenile court officers)

9. The extraordinary work of PDS faculty from the schools and the university is recognized. This implies appropriate adjustments in work load and/or compensation, since the occupational complexities and responsibilities clearly grow in this new institutional arrangement.

10. There is an overriding commitment of all learners in the school to student learning with an emphasis on learning for understanding, higher order thinking, and the development and use of appropriate assessments for this kind of student learning.

11. A place where risks are taken, where the participants are willing to try new things, and are open to change and continuous learning.

2nd DRAFT 2nd DRAFT 2nd DRAFT

OAKLAND UNIVERSITY AND PONTIAC SCHOOLS

PROFESSIONAL DEVELOPMENT SCHOOLS

CRITERIA FOR PARTNERS

1. Location

1.1 Proximity
1.2 Cultural diversity
1.3 Socio economic mix

2. Institutional commitments to

2.1 Long term, sustained, and development process of change
2.2 Trying out new approaches to improve instruction and learning
2.3 Collaboration between school and university and with external agencies
2.4 Support partnership with time, space, and materials
2.5 Release time for staff to participate in development (staff, curriculum, program and R & D)
2.6 Educational improvement
2.7 Excellence with equity
2.8 Multicultural curriculum and instruction
2.9 Integration of preservice and inservice education
2.10 Active parental involvement

3. Institutional compatibility

3.1 Congenial with school/university interests, talents, capacities
3.2 Congenial with university and Pontiac Schools mission,philosophy, goals, and resources
3.3 Reciprocal enthusiasm for and commitment to partnership between school and university

4. Personnel

4.1 Demonstrated leadership for change
4.2 Commitment to quality, collegiality, and equity
4.3 Demonstrated potential for clinical, mentoring, and leadership roles
4.4 Receptive to long term university presence (school)
4.5 Receptive to working on-site in schools (university)

5. Shared understandings that

5.1 There are no simple answers to complex problems - no quick fixes
5.2 Everyone in the partnership is committed to long term learning
5.3 There is a commitment to building a community of support and inquiry to improve education for all children
5.4 Roles and responsibilities may change, overlap, conjoin, etc.
5.5 Partnership will require flexibility and risk taking behavior

APPLICATION

for

OAKLAND UNIVERSITY-PONTIAC PROFESSIONAL DEVELOPMENT SCHOOL

We appreciate and applaud your interest in and commitment to becoming a Professional Development School. As part of the application to become a Professional Development School we invite you to share with us information and perspectives regarding five key areas in your school: staff involvement in planning, current school improvement plans, parental involvement in the schools, receptivity to school change, and staff interest and commitment to implement the concept of a Professional Development School.

We ask that this application be signed by the Principal, Chair of the Coordinating Council and the PTA President of the school indicating their approval and support of the application.

Application to become a Professional Development School should be submitted by December 10, 1990 to:

Minnie Phillips
Executive Director, K-12 Instruction/Management
Administration Building

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Please describe how the school's Coordinating Council has functioned in joint school planning and decision making and team execution.

What are the school's current goals and plans for school improvement?

Describe and document how parents are involved in the schools.

Please document the receptivity of the school administration and teaching staff to school change.

What is the level of staff interest in and commitment to active and ongoing participation in building a Professional Development School?

APPLICATION

Oakland University-Pontiac
Professional Development School

This application is submitted with the approval and support of the administrators, teachers and parents of:

SCHOOL: ....

PRINCIPAL: ....

CHAIR(S) COORDINATING COUNCIL: ....

....

....

PTA PRESIDENT: ....

DATE: ....

APPENDIX H

CHRONOLOGY OF PROFESSIONAL DEVELOPMENT SCHOOL ACTIVITIES AT WMU

CHRONOLOGY OF PROFESSIONAL DEVELOPMENT SCHOOL ACTIVITIES AT WMU

1991: Planning / Orientation Year

January 7: Floyd McKinney, Interim Dean, College of Education prepares progress report for President Haenicke and WMU administration

January 17: Joint meeting conducted with College of Education Administrative Council and Task Force

February 7: Meeting of Task Force on School Collaboration and Kalamazoo Education Association (KEA) executive council to update KEA about PDS planning efforts at WMU

February: Task Force on School Collaboration meetings are conducted

March 13: Representatives from Battle Creek Public Schools, Kalamazoo Public Schools, Comstock Public Schools and WMU College of Education meet regarding school collaboration and school improvement

March 14: Joint meeting with Task Force on School Collaboration and College of Education Administrative Council regarding PDS

March 24/25: Retreat sponsored by Task Force on School Collaboration for Task Force members, College of Education administrative council members, and selected faculty members at the Fetzer Institute

April: Meetings of Task Force on School Collaboration continues; Notification of Proposals to develop Collaboration Papers sent to WMU College of Education faculty

April/May: Visits by interested WMU faculty to Holt High School and Averill Elementary School

April 8: First Draft of Position Statement on School Collaboration prepared

April 17: Second meeting with Kalamazoo Public School representatives and College of Education representatives is conducted

April 19: Seminar conducted by Dr. Judith Lanier, Executive Director of MPNE to WMU College of Education administrators and faculty

May: Position Statement on Professional Development Schools approved by WMU College of Education Administrative council

May/June: Papers on School Collaboration commissioned

July 18: Meeting with Provost Nancy Barrett to update her on PDS

July: "Project Partnership" Proposal developed by Woloszyk and Supported by Kalamazoo Public Schools and Kalamazoo Education Association submitted under the Innovation in Education program to the U.S. Department of Education

July/August: Papers on School Collaboration prepared by the Following WMU faculty:

Dr. Dona Icabone, "Criteria for Involvement in Collaborative Partnerships"

Drs. Ron Crowell and Patrick Jenlink, "Center for University-School Collaboration"

Dr. Rosalie Torres, "Evaluation Plan for University/Local District Partnership School"

Drs. Stefinee Pinnegar and Mary Jo Smith, "University-School Collaborations: A Literature Based Framework for Categorization and Analysis"

Dr. George Miller, "Proposed Plan for Informing Others About Western Michigan University-Public School Partnerships"

Drs. Debra Berkey and Jeanne Jacobson, "Professional Development Plan"

September: Drs. Davis and Woloszyk return from MSU Fellowships and are reassigned to development of Professional Development Schools in Kalamazoo and Calhoun Counties; activities are identified through a Management Work Plan

September 13: Last meeting of the Task Force on School Collaboration, commissioned papers received and accepted by the Task Force

October: Plan of Work for Professional Development Schools approved for Woloszyk and Davis for 1991-92 school year

October: "Brown Bag" conversations conducted for WMU faculty related to school and university collaboration

November: Fall Institute conducted by Michigan Partnership for a New Education

December: On campus visits to WMU by Michigan Partnership for a New Education to build shared understandings and MSU faculty members

1992: Awareness, Orientation, Exploration, and Implementation Year

January/February: Community-wide assessment conducted for Calhoun County (Battle Creek and Battle Creek Lakeview Public Schools)

January: Meeting with MPNE and WMU faculty at WMU

February 18: Awareness session for public school personnel in Battle Creek and Battle Creek Lakeview conducted by MPNE with MSU and WMU institutional representation.

March 3: District Leadership Academy Orientation

March 18-20: District Leadership Academy Residential training session

April-May: Continued: Planning with Battle Creek and Battle Creek Lakeview Schools

May 16: Orientation: School Leadership Academy at Michigan State University

June 22 - July 3: State Residential Leadership Academy - Mackinac Island

July/August: Continued, Planning for Fall implementation

APPENDIX I

PROFESSIONAL DEVELOPMENT SCHOOL GLOSSARY OF TERMS

PROFESSIONAL DEVELOPMENT SCHOOL GLOSSARY OF TERMS

Administrative Council - the administrative team within the College of Education at Western Michigan University composed of Dean, Associate Dean, Chairs of Departments, and Center Directors.

Affiliated schools or districts, community organizations or agencies, and private businesses or industries - institutions, agencies, and organizations that enter into agreements with a college or university engaged in teacher preparation to provide professional experiences for prospective teachers.

Affiliated supervisors - faculty and staff members of affiliated schools, school districts, community organizations, or agencies and private businesses or industries to whom a student of teaching, counseling, and administration is assigned for the purpose of engaging in professional experiences. When such supervisors are staff members of affiliated schools, they are often called cooperating or supervising teachers.

Awareness/Exploration - a stage in the development of a professional development school (PDS) in which a university and a school district learn about the PDS concept, develop a vision for education in the local community, conduct a community appraisal, make the decision to develop a PDS, and engage in a process to select a school.

Better-used time - a restructuring strategy whereby faculty meetings deal exclusively with planning, not announcements or administrative details.

Borrowed time - a restructuring strategy whereby each school day is lengthened by a few minutes so that students can eventually be released for a partial day of teacher planning. Or in team teaching, team members alternate between teaching and planning.

Building Coordinator - an individual assigned by the university to coordinate professional development school activities between the local school site(s) and the university.

Business and Community Alliance - program unit or "component" of the Michigan Partnership for a New Education, which develops locally-based coalitions which mobilize employers, neighborhoods, community agencies, and citizens to share responsibilities with schools for higher-level learning for children.

Changing Minds - a quarterly bulletin of the Michigan Educational Extension Service.

Cohort - a group of people who work together cooperatively to contribute to program coherence. Cohorts can be formed around students, school and university faculty by discipline, faculty from a set of K-12 school affiliated with a university faculty group, university faculty representing pedagogical studies.

Collaborative Leadership Center - program unit or "component" of the Michigan Partnership for a New Education, which develops leaders who share the understanding, energy, and commitment needed to effect continuous educational renewal in local innovation sites and across the state.

Collaborative(s) - a term used for study and improvement teams organized at a local professional development site often formed around instructional issues i.e. teacher education, cooperative learning, technology, outcomes, etc.

Common time - A restructuring strategy whereby the entire day is rescheduled so several teachers will have the same free period.

Communities of Learning - democratic schools in which young citizens learn critical thinking and civic consciousness; where knowledge operates in the service of values; where students under adult guidance, begin to assume responsibility for their thought and action.

Cooperating Teacher - an individual assigned by a local school district to supervise university interns/student teachers (also called supervising teacher, critic teacher and mentors).

Coordinator of professional experiences- the person designated by the preparing institution as the one responsible for coordinating the program of professional experiences.

Directed Teaching - a term used by College of Education at Western Michigan University to describe the senior year of directed teaching, which is placement in a full-time teaching situation for at least one full semester (also called student teaching, practice teaching, or intern teaching).

Educational Extension Service - program unit or "component" of the Michigan Partnership for a New Education, which provides the state's schools and communities with access to up-to-date, practical,research-based knowledge needed to ensure that all students achieve a high quality of learning.

Freed-up time - a restructuring strategy whereby student teachers, parents, community members, volunteers, or administrators take on teacher tasks or classes.

Holmes Group - a national consortium of approximately 100 major research universities involved in efforts to improve teacher preparation.

Implementation - a stage in the development of a professional development school (PDS) in which the university-school collaborative develops and implements school restructuring focused on teaching and learning for all children. School organization, curriculum, community relationships, professional inquiry into practice, and professional development are all parts of the restructuring program.

Induction Year Teacher - a first year teacher who has successfully completed an initial program of professional preparation, has temporary certification and is effectively a beginning teacher (also known as an inductee).

Intern - a person engaged in the major "clinical education" experience or directed teaching associated with their initial preparation (also known as a student teacher).

Michigan Partnership for a New Education (MPNE) - a Michigan non-profit corporation formed as a collaboration among business, education, and government in 1990 to modernize teaching and learning for a changing world; both in schools and communities that prepare children and youth, and in colleges that prepare educators.

New time - a restructuring strategy whereby teachers are compensated in new ways-for example, with inservice credit for using their own time.

Observation - a term used in the College of Education at Western Michigan University for the first field experience usually required during the sophomore year and part of the required courses for a prospective teacher candidate. Prospective candidates are sometimes required to observe the interactions between students and teachers and to work one-to-one with students. (also called tutoring).

Operation - a stage in the development of a professional development school in which a "steady state" of continued school restructuring activities occurs designed to improve and keep abreast of educational innovations.

Orientation - a stage in the development of a Professional development school (PDS) which begins with the selection of a specific PDS site. University and school staff begin to develop working relationships, understanding of school conditions and needs, and the potential of collaboration. A community "Roundtable " is formed with business, education and community service groups. This stage is completed upon reaching a formal agreement between the school and university to collaborate in the school.

P.A. 25 - a Michigan law passed in 1990 which requires local school districts to prepare an annual educational report for each school in the school district; requires a school district to adopt and implement a three to five-year school improvement plan for each school within the district; requires districts to establish a core curriculum based upon a school district mission statement, goals, and objectives; and requires that each school within a district be accredited.

Participation - term used in the College of Education at Western Michigan University for a second field experience typically taken in the junior year in which a prospective teacher candidate serves as a teacher's assistant. (also called pre-intern).

Partnership Board - a 31-member board of business, school, university, and government individuals who set policy for the Michigan Partnership for a New Education (MPNE), a Michigan non-profit corporation.

Planning Team - a group of school administrators, school faculty, and university faculty who are charged with the responsibility of exploring the feasibility and desirability of establishing a professional development school within the school district. The planning team is established during the orientation stage of professional development school development (also called local area partnership planning team).

Practitioner-Scholar - a term used to describe new professional trained to work in professional development schools and serve as a catalyst for education reform and continuous renewal (also called pre and post doctoral candidates).

Professional Development School (PDS) - a site for the demonstration of good teaching practice, and a site for future educators to learn new practices under the tutelage of school and university faculty with a greater emphasis on research than a professional practice site (PPS).

Professional Development School (PDS) criteria - a list of criteria used by a PDS planning team to determine a potential school site's willingness to become a PDS. Criteria usually involve the following major elements: institutional commitment, location and capacity, and shared understandings.

Professional experiences - activities that involve teacher education students in a variety of professional tasks and a systematic study of teaching under supervision. These experiences include but are not limited to observing , assisting planning, teaching, and evaluating. They may take place in laboratory settings --on campus, in schools, in community organizations or agencies, and in private businesses or industries. Professional experiences include early or pre-students teaching, practicums, student teaching, and internships.

Professional Practice Sites (PPS) - a site for the demonstration of good teaching practice, and places for future educators to learn new practices under the tutelage of school and university faculty with a greater emphasis on demonstration than research which might occur in a professional development school (PDS).

Purchased time- a restructuring strategy whereby a school district pays teachers for coming in on vacation days or over the summer, or a fund which pays substitutes to take over classes.

Rescheduled time - a restructuring strategy whereby the school calendar or weekly schedule is changed to provide more teacher planning days (also called reassigned time).

School and University Alliance - program unit or "component" of the Michigan Partnership for a New Education, which helps innovating schools and universities develop and evaluate new approaches to teaching and learning, education management, and the preparation of teachers.

School Improvement - term used to describe activities which must occur in the development of three to five year plans for school districts in the state of Michigan and includes the following elements: 1) school mission, 2) student outcomes, 3) curriculum based upon goals, 4) evaluation processes, 5) staff development 6) building level decision making and 7) input from the all education stakeholders (students, parents, employees, teachers, administrators, and other residents) in the school district.

School Restructuring - the re-forming of the interrelationships of an organization; a strategy used to analyze and redesign the organization or structure of education in order to achieve improved student outcomes.

Steering Committee(s) (PDS) - building level committee charged with determining policy and procedures involving PDS activities at the site.

Student teacher - A person engaged in the major clinical experience or directed teaching with their initial preparation (also known as an intern).

Supervising Teacher - an individual assigned by a local school district to supervise university interns (also called coordinating teacher, critic teacher and mentor).

Task Force of School and University Collaboration - an ad hoc committee appointed by the Dean of the WMU College of Education during the 1990-91 school year to study and make recommendations regarding future College of Education involvement with professional development schools.

Teaching for Understanding - involving students in conversation, experience, interpretation, criticism, engagement, voice, participation, and purpose. Students who are active producers of thought, not passive consumers.

University Coordinator - an individual employed by WMU to supervise student teachers while they participate in the senior year field experience.

University steering team - group of university faculty members who act as a planning team to consider operational guidelines, procedures, and staffing arrangements needed to operationalize university involvement with a newly designated PDS (also called a university partnership planning team).

APPENDIX J

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REFERENCES

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